DOCUMENT RESUME

ED 140 823 IR 004 926

TITLE	Proceedings of a Seminar on Career Trends in Communication (Washington, D.C., June 26-27, 1975).
INSTITUTION	Council of Communication Societies, Silver Spring, Md.
PUB DATE	Jun 75
NOTE	40p.; Some parts may be marginally legible due to small type
AVAILABLE FROM	Council of Communication Societies, P.O. Box 1074, Silver Spring, Maryland 20910 ($2.00, prepaid, $3.00, if invoiced.)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Career Change; *Career Opportunities; *Career Planning; *Communications; Conference Reports; Employment Opportunities; *Employment Trends; *Seminars

ABSTRACT

This seminar, conducted to provide executives, officers, and directors of communication associations with a better understanding of future communication careers, as an aid in planning career related asscciation activities. Analyses and studies are included on the impact of the future environment on the communication field, future United States manpower demands and implications, employment perspectives in business and technical writing, career placement in communication, career trends in broadcasting, and survey of trends in speech communication on Ph.D. programs. (Author/KP)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140823

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

PROCEEDINGS

of a Seminar on

CAREER TRENDS

IN COMMUNICATION

Held June 26-27, 1975
in Washington, D. C.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL BY MICROFICHE ONLY HAS BEEN GRANTED BY
Vernon M. Root

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

Sponsored by

Council of Communication Societies

P.O. Box 1074, Silver Spring, Maryland 20910

Price: $2.00 (U.S.) (Prepaid)
$3.00 (U.S.) (If we must invoice).

IR004926

© Copyright 1976
Council of Communication Societies

PREFACE

This seminar was organized and conducted by the Council of Communication Societies to help provide executives, officers, and directors of communication associations a better understanding of what the future is likely to hold for various communication careers so that they can do a better job of planning career-related association activities.

These proceedings are being published and offered for public sale in an effort by the Council to make this information on the prospects for communication careers available to a wider audience. It is our hope that these proceedings will be of use both to high-school and college students who are exploring possible career paths and to adults who may find it necessary or desirable to switch from one career to another.

We will welcome readers' comments on the usefulness of this volume.

Council of Communication Societies

ABOUT OUR AUTHORS

James H. McBath is Chairman of the Department of Speech Communications at the University of Southern California and is President of the Association of Departments and Administrators in Speech Communication.

Betty M. Vetter is Director of the Scientific Manpower Commission.

Francis W. Weeks is Professor of Business and Technical Writing at the University of Illinois and is Executive Director of the American Business Communication Association.

William E. Arnold is Chairman of the Department of Speech and Theatre at Arizona State University.

Charles T. Jones, Jr., is Vice President and Director of the Radio Information Office of the National Association of Broadcasters.

Robert C. Jeffrey is Chairperson of the Department of Speech Communication of the University of Texas.

CONTENTS

The Environment of Tomorrow and Its Impact on the Communication Field by James H. McBath 1

Future U.S. Manpower Demands and Implications by Betty M. Vetter 7

Employment Perspective – Business and Technical Writing by Francis W. Weeks 15

Career Placement in Communication by William E. Arnold 19

The Media Versus "Mom & Pop" – Career Trends in Broadcasting by Charles T. Jones, Jr. 27

A Survey Investigation of Trends in Speech Communication Ph.D. Programs by Ronald E. Bassett and Robert C. Jeffrey 31

We Thank You!

The Council of Communication Societies wishes to extend a particularly heart-felt vote of thanks to:

Dr. Darrell T. Piersol

for his outstanding effort in gathering together the speakers for this seminar. Dr. Piersol is Director of Personnel and Administration for IBM's Information Records Division and is a former president of the National Society for the Study of Communication, now the International Communication Association.

THE ENVIRONMENT OF TOMORROW AND ITS IMPACT ON THE COMMUNICATION FIELD

by James H. McBath

A friend at the Rand Corporation likes to say that the purpose of planning is to make forecasts wrong. Of course he means that through planning one can take advantage of beneficial tendencies and take preventive actions against those with negative consequences. Therefore, I propose to suggest several clusters of reasonable anticipations that might affect the career potentials of communication-educated students.

This task of nominating clusters of reasonable and relevant anticipations is not as simple as it sounds. Olaf Helmer states the problem:

> What is required . . . is a selection principle that permits us, in an operationally meaningful way, to identify those among the vast array of facets of the future which will be most relevant to the area for which plans are to be made. Operational relevance, in this sense, cannot be defined except in relation to the goals that are being pursued.[1]

As I read the seminar objectives, it is clear that our selection principle is to *maximize career opportunities for our graduates.*

The Center for Futures Research has determined some 52 anticipations; the Conference Board and the Opinion Research Corporation settled on 20 forecast areas; the compendium of forecasts compiled by the Institute for the Future contained 13 omnibus trends, bearing such titles as Food and Population, International Relations, Education, Institutions, and Value Change. From a lengthy agenda of possibilities, four characteristics of the environment of tomorrow appear to hold greatest cogency for career communication planning. They are what futurists might call "surprise-free" predictions.

1. *Competition for careers, especially the nonacademic will become more intense.*

This familiar trend has some unexpected implications. We might begin our analysis with a simple fact: By 1980, one in four American workers will have a college degree. That young people want more schooling is underscored by a recent American College Testing Service Study that showed that 65 percent of eleventh graders plan to attend college for three years or more. The national inventory of college freshmen in Fall 1974 found that more than 50 percent plan to enter graduate school.[2] As a consequence, American colleges and universities are expected to produce twice as many graduates in the 13 years following 1972 as they did during the preceeding 13 years. But the number of jobs requiring a college degree is not expected to double.

The new supply of college-educated manpower expected to enter the labor force from 1972-85 will total about 15.3 million.[3] An analysis of growth, replacement, and rising entry requirements indicates that 14.5 new college graduates will be needed between 1972 and 1985: 7.7 million to take care of occupational growth and rising entry requirements, and 6.8 million for replacements. Thus, the available supply will be about 800,000 above projected job requirements.

At both undergraduate and graduate levels most prospects are dim for the foreseeable future. The Carnegie Commission estimates that only 20 percent of all jobs require an education beyond high school.[4] Yet today, more than one-third of the 18 to 21 age group is in college at any one moment in time, and one-half attend college at some point.

For the graduate population in fields whose degree-holders normally seek academic employment, the prospect is alarming. Allan Cartter's projections show that through 1987 a constantly shrinking fraction of Ph.D.'s awarded will be needed to staff colleges and universities. This general pattern, he points out, will have differential effects on fields of study: "A slowing down in the rate of growth of higher education can be expected to have a particularly devastating impact upon those fields of study where traditionally most doctorates have sought academic employment."[5]

In most humanities fields, between 85 percent and 95 percent of all Ph.D.'s enter college teaching; the percentage is about 70 percent in social sciences, compared with 50 in life sciences and 35 percent in physical sciences. The National Research Council figures on 1972 doctorates reporting first jobs in colleges and universities differ only slightly from Cartter's estimate:[6]

Table I

Field	Percent
Physical sciences	41.4
Engineering	28.7
Mathematics	74.2
Life Sciences	54.2
Social Sciences	63.6
Arts and humanities	84.4
Total (all fields)	56.3

Although precise information is lacking on the proportion of speech communication Ph.D.'s seeking academic employment, I would estimate it to be about 85%, depending on the area of specialization. The academic job market is shrinking in all fields—and all fields are counseling the search for non-academic career alternatives.

2. Significant changes will occur in where and how people live.

Our population is expected to reach at least 300 million by the year 2000. Anticipated consequences of growth are overwhelming recreational demand, greatly increased pressure on food supplies and prices, hastened depletion of resources, worsening of environmental pollution, and expansion of metropolitan areas.[7] Some 75 percent of Americans will live in major metropolitan areas concentrated along the Atlantic seaboard, along the lower Great Lakes, in the West from San Diego to San Francisco, and on Florida's east coast from Miami north. By the year 2000, the Atlantic Seaboard and the Lower Great Lakes region may have merged into a single metropolitan belt. With this concentration, "the city of Man is becoming inhuman," thinks one urban planner.

The impact of continued urbanization on the quality of life and the economy has generated serious proposals for substituting communications for transportation:

> In the past, large cities have tended to sprawl as improved transportation became available. Population pressures created ever-increasing transportation demands. We now seem to be nearing the point of diminishing returns in attempting to improve transportation because of limits on energy, material, and land availability for transportation. The prospects for using communications to overcome the limits to growth imposed by transportation appear high.[8]

A project recently completed in Los Angeles has demonstrated the feasibility for one business of substituting telecommunications for urban commuting.[9] The process is called *telecommuting*. The researchers studied operations of a regional office of a major national insurance company. The office employs 2500 individuals who commute to a central location; their average roundtrip commute is about 22 miles. Detailed analyses were made of company organization, communication among and between groups, computing requirements, and tasks performed by various employees. Based on the employees' residential distribution and the communication requirements of the company, a dispersed telecommunications network involving 18 regional centers was designed. The annual amortized cost per employee to install the telecommuting network was estimated at $770. This compared with the average annual commuting cost per employee of about $1,000. Company advantages were seen in savings on parking, meals provided, office rental differentials, lessened job turnover, and worker efficiency. The study concluded that telecommuting is functionally feasible and offers an attractive alternative to both company and workforce.

In 1970, the Conference Board published results of its inquiry into the environment of tomorrow.[10] Sixty-six distinguished experts from eight major areas of society were asked to identify the trends now emerging which would almost certainly create major public problems in the 1970's and 80's. Members of the Delphi panel found 20 areas of concern and ranked them in order of national priority. Priority No. 1 was *divisions in United States society*. These divisions, exacerbated by dysfunctional communication, were white-black racial divisions, rich-poor divisions, young-old division, urban-rural division, and elite-nonelite division. The last mentioned merits explanation. Said the Panel: We are moving "toward a technocratic society in which scientists, engineers, planners, managers, and supporting staffs form elite groups. Elites already show disinclination to communicate readily and clearly with nonelites. Their use of specialized languages and systems of power further separate the two classes."

Scientific and technological expansion has dramatically increased the flow of information in this country. Technical communication has become, in the words of major study published by the National Academy of Sciences, "a pressing national problem."[11] Committees have been formed at the national level to investigate ways of improving the transmission of ideas and information in business, industry, and government.

3. Communications technologies will have profound social and educational consequences, with the former occurring first.

"The computor and communications revolution," thinks futures researcher Olaf Helmer, 'will exert an even greater influence on our society than the industrial revolution did."[12] The following five developments in communications technology are likely to occur by 1980:[13]

- –Extension of coaxial cables to connect urban distances.
- –Satellite systems for intercity and intercontinental distances.
- –Greatly increased power of data processing, approaching zero-cost digital logic and memory.
- –Human-dominated computer terminals.
- –New mobile radio capabilities.

These developments are likely to have the following operational impacts:

–Mitigation of impact of urbanization.

–Opportunities for individualized education.

–Acceleration of trade-off of communication for transportation.

–More rapid pace of business through a "cashless" society.

–Redefinitions of communities and organizations.

–Increased interdependence.

–Society safer from crime and fraud.

There will be an increased emphasis on the technologies of learning. Innovations such as gaming/simulation, media activated seminars, video tape, and computor assisted instruction will be used increasingly in assisting students to "learn how to learn." Despite uneven success in introducing technology to the campus, technology-based systems may produce fundamental changes in education by the century's end. If the predicted technological revolution occurs, it will have (a) profound effects throughout higher education, and, (b) formidable implications for communication instruction, as we will both use it and teach it What are the realistic prospects for communications technologies in education?,

The Carnegie Commission argued the inevitability and desirability of the electronic classroom. By the year 2000, the Commission predicts that 10 to 20 percent of on-campus instruction will involve the new technologies, particularly computors and television, while nearly 80 percent of instruction for off-campus learning will use these technologies. Many of the predictions sound like science fiction. Listen to Dr. Greg Edwards, program officer at the National Science Foundation:

> It should be possible in the very near future to implant sensing devices in people's brains; we could have a built-in TV receiver right inside our head, without having to use anything like picture tubes. This system could then be hooked directly up to computors and television links and the like, so that each person will be a communications terminal receiving information directly, including visual images.[14]

Such forecasts, of course, are not new. But the anticipated revolution in education has not occurred despite new technologies of communication. James Koerner commented that "many a corporation has found its Edsel in educational technology. The metaphor is imperfect. The Edsel at least ran; the public just wasn't buying. Educational technology to date cannot be said even to 'run'."[15] The chief factors inhibiting widespread use of educational technologies appear to be: high initial and operating costs, great variation in quality and comprehensiveness of instructional materials, and educators' resistance to technologies.

There is no doubt that educational technologies—from computors to broadband communications—will play increasingly important roles in education in the future. But it is doubtful that the technological revolution will occur with the dramatic suddenness and impact suggested by its advocates. It is more likely to evolve, to use James Coleman's phrase, "through changes in the communication structure outside educational institutions, powerful and pervasive changes that have unplanned and unanticipated effects on schools."[16]

4. Career interest is one of the pronounced trends in higher education today.

There is strong evidence that career preparation is a growing objective of undergraduate students. In his national sampling of youth, Daniel Yankelovich found that the "dominate theme of today's college climate" might be the effort of students to achieve "a synthesis of self-fulfillment and successful career."[17] This observation corroborates the finding of a recent survey of 1,860 male and female graduating seniors (class of 1972) from five colleges and universities in Pennsylvania. The investigator determined:

> All respondents were asked their primary reason for seeking a college education. The most frequent response (37 percent) reflects a concern for future occupational or educational plans ("career, job training"). While the reasons given do vary with sex, SES, school, and field of study, in general the students approached their college educations with the primary intention of acquiring the knowledge and skills needed for the career of their choice.[18]

Most of us are familiar with results of the Fifth Annual Gallup Poll of Public Attitudes Toward Education. Ninety percent of both parents and professional educators advised more emphasis on career education. Dr. Gallup summarized the finding:

> Few proposals receive such overwhelming approval today as the suggestion that schools give more emphasis to a study of trades, professions, and businesses to help students decide on their careers. Nine in 10 persons in all major groups sampled in this survey say they would like to have the schools give more emphasis to this part of the educational program.[19]

Buttressing probabilities of career thrusts in higher education is that all the major educational commissions reached conclusions about closing the gap between knowledge and society. A strikingly recurrent theme is the summons to relate education to society in a mutually beneficial alliance to students and faculty with the "outside world."

–"Years of study must not be years of isola-

lation; rather they should be a time of active engagement with peers in undertakings that have immediate and visible consequences for the quality of the surrounding life." Panel on Alternate Approaches

–"Seldom do the majority of faculty members spend any time in jobs outside the university . . . . Only the most courageous dare lose their place in line or their chance at one more publication." Newman Task Force

–"In addition to research activity within the disciplines, the modern university is increasingly called upon to apply its intellectual resources to the solution of pressing social and technological problems." National Board on Graduate Education

–"Professional schools and academic departments should cooperate in the development of joint degree programs in response to emerging societal problems and in response to the advancement of knowledge or technological change." Carnegie Commission

–"In every discipline, and especially at the Ph.D. level, graduate training should include, for all candidates who do not already possess such experience, a deliberate and significant component of discipline-related work outside the university walls." Panel on Alternate Approaches

These recommendations probably presage broad trends in higher education. There will be heightened attention to and support for programs that develop negotiable knowledge and are capable of producing graduates with marketable abilities. Not only are such programs consistent with national educational policy, they are responsive to public requirements for educated manpower. Corporate industry, for example, will need an average of 6.3% more social science doctorates each year until 1985.[20]

A complicating factor for us to consider is that the communication field is hampered by lack of common definition by the public and academic sectors. The term *communication* is both elevated and diminished by its universality. Frank Dance found some 40 definitions of communication in academic literature alone. When an Annenberg Grant of $8,000,000 was made to my own school several years ago, a task force representing the faculties professing interest in communication study was formed to determine the nature and thrust of the new school. The task force included representatives from music, electrical engineering, comparative literature, architecture, international relations, business administration, linguistics, psychology, and speech communication; it was chaired by a gerontologist! One was reminded of a comment attributed to Harold Lasswell: "It is not unusual for scholars to confuse the advancement of knowledge with the advancement of themselves."

We all know that surveys of academic fields rarely name speech communication. Studies done by the National Center of Educational Statistics, for example, may report speech communication under "English," "Journalism" or possibly under "social sciences." Quality listings of the American Council on Education ignore the field. Public and private agencies have no consistent guidelines in dealing with the field The U. S. Department of Health, Education and Welfare uses a taxonomy of instructional programs in higher education that includes a category called "Speech, debate, and forensic science (rhetoric and public address)."

Communication graduates also are handicapped by a lack of public understanding of the content and outcomes of communication programs. Employers frequently regard this instruction as limited to training in the performance of oral skills. The SCA Summer Conference in 1972 brought representatives from a number of industries to advise on career opportunities for speech communication graduates in their industries.[21] Perceptions of business and industry to our field may be reflected in their suggestions:

–Sears, Roebuck, and Company can use graduates in management training who "possess the verbal skills (good diction, fluency, vocabulary, grammar and articulateness) necessary to make him an effective speaker."

–Montgomery Ward and Company can use our graduates in retail sales where the emphasis is upon "meaningful dialogue, with the emphasis on dynamic interaction between customer and salesman."

–A. T. & T. Company sees speech communication graduates as telephone company service representatives who "are expected to be courteous and helpful to all customers" and who "must be flexible enough to handle a wide variety of calls and situations with proficiency."

Conferences such as the one at Chicago may serve their most valuable service in helping to educate the business and professional community about the programs and graduates of speech communication instruction.

Insights into perceptions about speech communication held by prospective employers are furnished in a recent survey conducted by Diane Lee Lockwood and Sara Boatman.[22] Their target sample consisted of employment agencies located in Lincoln, and Omaha, Nebraska. Both purpose of the study and identity of interviewer were masked in the research procedure. Employment counselors gave five skills ratings within the "extremely important" to "quite important" range in terms of importance to job marketability: listening, problem-solving decision-making, motivation,

questioning techniques, and speaking competence. However, such skills were not generally associated with education in speech communication. Queries designed to ascertain current perceptions of the speech communication field indicated that the respondents: (1) perceive the field of speech communication as largely public performance oriented, (2) found it difficult to suggest jobs for speech communication majors, and (3) perceive only a limited application of speech communication to the business world. "In general," concluded Lockwood and Boatman,

> results indicated that respondents had limited sources of information about the discipline of speech communication. Those respondents who reported their confidence of a clear understanding of the discipline described it largely within a public-speaking context. Basically, respondents' perceptions of the discipline seemed to originate from former public-speaking classes, statements from clients, resumes, and general assumptions about "speech."

One final illustration of what may be a common estimate about the career-relatedness of speech communication instruction is found in the report of the Chancellor's Advisory Committee on Career Education relating to the California State University and Colleges. A key appendix lists 118 departments as being "occupationally related."[23] They range from biology and mathematics to astronomy and physics, and include journalism, radio-television, and communicative disorders. A second category called "50% occupationally related" department areas lists 15 departments including anthropology, ethnic studies, history, political science, sociology, and psychology as well as music and drama. Speech is listed along with four other areas – English language, fine arts, foreign language, and philosophy and religion – as "non-occupationally related."

We are faced, as I see it, with a series of a simple yet complex questions:

1. What strategies are open to the communication field in facing the prospect of a constricting nonacademic job market and surpluses of educated manpower? What modifactions of program, curriculum, or even outlook are indicated?
2. In light of the functional ambiguity of the concept *communication*, how can we best respond to the competition from inventive imperialistic, established disciplines whose own job markets have diminished?
3. Knowing what we now know about the educational and societal likelihoods with greatest cogency for communication fields, can we invent careers wherein students can apply knowledge and skills about human communication?
4. How can we take advantage of the career motivation of current undergraduate and graduate students? Can fields become career-oriented without compromising their liberal arts tradition?

I said these questions were simple, not easy. Depending on the responses of communication societies and departments it is possible to imagine quite different scenarios for our future development. Guidance will be offered by seminars such as this one in Washington. By our collective responses we will determine if our planning can make the forecasts wrong or whether we can even make them work to our advantage.

Notes

[1]"The Future State of the Union and its Relevance to the Planning Process," Center for Futures Research, University of Southern California, February 1974, p.3.

[2]Alexander W. Astin, Margo R. King, John M. Light, and Gerald T. Richardson, *The American Freshman: Fall 1974* (Los Angeles: Cooperative Institutional Research Program, American Council on Education, 1974).

[3]Bureau of Labor Statistics, *The U. S. Economy in 1985* (Washington, D.C.: U.S. Government Printing Office, 1974), pp. 22-24.

[4]*College Graduates and Jobs: Adjusting to a New Labor Market Situation* (New York 1973).

[5]"The Academic Labor Market," in Margaret S. Gordon, ed., *Higher Education and the Labor Market* (New York, 1974), p. 301. A recent study by the National Science Foundation includes projections for the social sciences. See *Projections of Science and Engineering Doctorate Supply and Utilization, 1980 and 1985* (Washington, D. C.: U.S. Government Printing Office, 1975).

[6]National Board on Graduate Education, *Federal Policy Alternatives toward Graduate Education*, No. 3 (Washington, D.C., January 1974), p. 28.

[7]U.S. Commission on Population Growth and the American Future, reported in *U.S. News and World Report*, March 20, 1972. Such predictions are common and consistent. See, for example, Richard P. Schuster *The Next Ninety Years* (Pasadena: California Institute of Technology, 1967).

[8]Paul Gray, *Prospects and Realities of the Telecommunications/Transportation Tradeoff*, Center for Futures Research, September 1973, p. 31.

[9]See "Telecommuting–An Alternative to Urban Transportation Congestion," Office of Interdisciplinary Program Development, University of Southern California, 1975.

[10]*Perspectives for the '70s and '80s* (New York: National Industrial Conference Board, 1970).

[11]*Scientific and Technical Communication* (Washington, D.C.: National Academy of Sciences, 1969).

[12]"Future State of the Union," p. 10.

[13]Conclusions of Technology Panel, International Symposium on Communications, Annenberg School of Communications, Philadelphia, March 23-28, 1972. See George Gerbner, Larry P. Gross, and William H. Medley, eds., *Communications Technology and Social Policy: Understanding the New "Cultural Revolution"* (New York, 1973).

[14]See *National Enquirer*, December 3, 1972, p. 24

[15]"Educational Technology: Does it have a Future in the Classroom?" *Saturday Review Supplement* (May 1973): p. 43.

[16]Quoted in *Chronicle of Higher Education*, May 28, 1974, p. 10.

[17]*Chronicle of Higher Education*, May 28, 1974, p. 3. A Delphi study also confirmed "rewarding work as a virtue" to be an increasing value in North American society. See Frank J. Doyle and Daniel Z. Goodwill, *An Exploration of the Future in Educational Technology* (Montreal: Bell Canada, 1971), p. 11.

[18]David Gottlieb, "Youth and the Meaning of Work," *Manpower Research Monograph* No. 32, (U.S. Department of Labor 1974), p. 24.

[19]"George H. Gallup," Fifth Annual Gallup Poll of Public Attitudes Toward Education," *Phi Delta Kappan* 60 (September 1973), p. 42.

[20]Michael W. Stebbins, *The Social Science Ph.D. in Corporate Industry* (Manpower Administration, U.S. Department of Labor, November 1972), p. 66.

[21]Patrick Curtis Kennicott and L. David Schuelke, eds., *Career Communication: Directions for the Seventies: Proceedings of the Speech Communication Association Summer Conference VIII* (New York: Speech Communication Association 1972).

[22]"Marketability: Who Needs Us and What Can We Do for Them?" (Paper presented at Central States Speech Association Convention, Kansas City, MO, April 12, 1975).

[23]*Career Education: Proposals for the Seventies and Eighties*, (Los Angeles: California State Colleges and University, September 1974): pp. 89-90.

FUTURE U.S. MANPOWER DEMANDS AND IMPLICATIONS

by Betty M. Vetter

Examining current supply/demand projections can be very depressing. On the other hand, such an examination should stimulate new ideas both for the training and the utilization of individuals in fields where practitioners presently or potentially exceed the number of jobs that require their services.

We all recognize that the world about us is changing and that some of these changes are those we would have preferred to do without. Others, on the other hand, offer promise for the future rather than threat. In either case, we must respond to changes and help young people respond in ways that will be beneficial.

We can, of course, wait until crises have arrived before we make and carry out the necessary decisions to avert or allay catastrophe. Sometimes we choose this path even when the coming crisis is apparent. In other cases, as we look ahead and see the problem approaching, we try to make changes in advance that will alleviate or ameliorate the conditions we forsee.

Objectively most of us would choose to act before a crisis. In actuality, that is not usually what happens.

A current case in point is our perception of the job market for college trained people. For a number of reasons, including many years of a rising birth rate, rising expectations about the proportions of young people who should go to college, accompanied by the expectation that everybody – or at least everybody in this country – is entitled to an increasingly comfortable standard of living, we have reached a point where the number of graduates emerging from our colleges and universities is greater than the number of available jobs that require the training they have achieved.

I am sure that we are all aware that many of the young people who received their degrees this spring have not been able to find suitable jobs. Some have not found any job at all, some have found a job that could have been done equally well without an expensive college education, while some, of course, have found a job that utilizes the education they have received in a very direct way.

By now, most of us are aware that this is not a temporary situation which will disappear as we pull out of the present recession but is more likely to continue over at least the next decade as the largest group of young people in our history pour into and then out of our institutions of higher education.

Let us look at some of the most recent projections in future manpower trends. The Department of Labor says that total employment will rise 24% from 1972 to 1985 with white collar employment up 37% while blue collar jobs increase only 15%. This sounds all right since the population with which we are concerned is generally a white collar population. Unfortunately, however, the number of new workers is rising faster than the number of new jobs. The Labor Department says new graduates will exceed available jobs requiring their skills by about 800,000 by the year 1985. This will not be a problem in all fields since generally the professions, the technical, managerial and clerical areas will be fields of growing demand. However, for a number of reasons which we do not fully understand, young people are not choosing to concentrate their higher education in fields where the demand is expected to be the greatest.

Let's look a little more closely at these 800,000 excess graduates. About 13.2 million people will enter the labor force between 1972 and 1985 after getting their degrees – 11.2 million at the bachelors level, 1.2 million at the masters level and about 20 thousand Ph.D.'s as well as 750 thousand persons with first professional degrees. Additionally more than 2.1 million persons with college training who do not enter the labor force directly from college will add to the supply of new graduates seeking opportunity. In this group are immigrants, delayed entrants and re-entrants, principally women, and this group will number over 900 thousand. Thus, the new supply of college graduates expected to enter the labor force will total 15.3 million. Growth, replacement, and rising entry requirements will open up about 14.5 million jobs – 7.7 million for growth and higher entry requirements and 6.8 million for replacement. However, this leaves 800 thousand more graduates than job openings.

Within this group, if present ratios persist, about 3% will be graduates in the speech and communications fields where the supply already somewhat exceeds job openings. Thus probably at least 3% of the "excess" graduates, or about 24 thousand people – will find themselves trained for jobs in the traditional communications business which will not be there.

Let's look at some figures in these areas. (Fig. 1) As you can see, the number of degrees in the communications fields has risen very rapidly since 1962 and is expected to continue on an upward path. We graduated about 15,000 communications bachelors this year, about 3,000 with masters degrees and approximately 150 at the doctorate level. But these figures include only those persons with majors in communications, journalism, radio/TV, advertising, communications media and a few smaller fields. When we add to this number (Fig.2) those with degrees in speech, speech correction, dramatic arts and creative writing we more than double the totals. We could expand the field still further by adding the English majors who certainly deal in communications, and this would add another 50,000 bachelors, 7,000 masters and 1200 Ph.D.'s to our graduates for the year. These numbers do not include students who major in English literature, classics, or other subjects generally classified as "letters." It also does not include all those persons who majored in education with the intention of teaching in any of these fields. To include all these numbers would make the case look hopeless, so we will stick with a much smaller group of communication majors added to those in speech and dramatic arts.

While looking at this one year of new supply, let's think about a few of the demand figures projected by the Department of Labor. They estimate openings for 2,600 journalists each year to 1985. As you can see, we graduated more than 7,000 in journalism in 1973 alone.

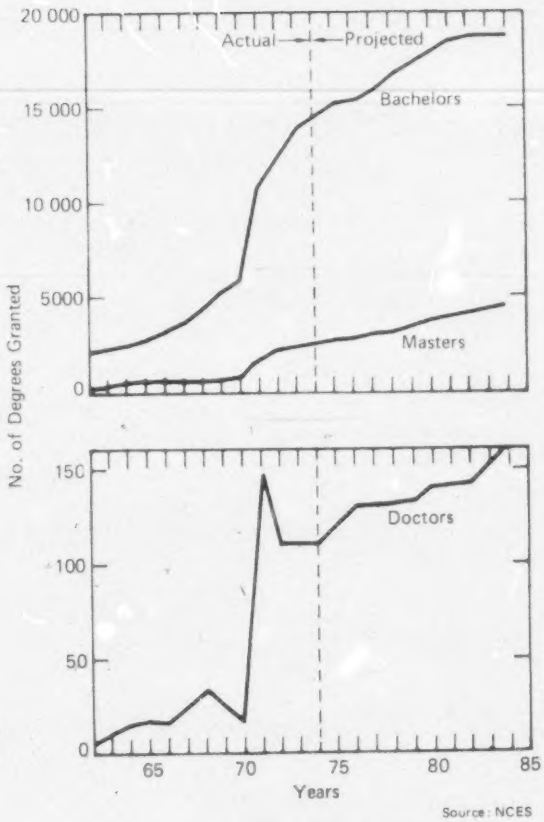


Fig. 1 Degrees in Communications

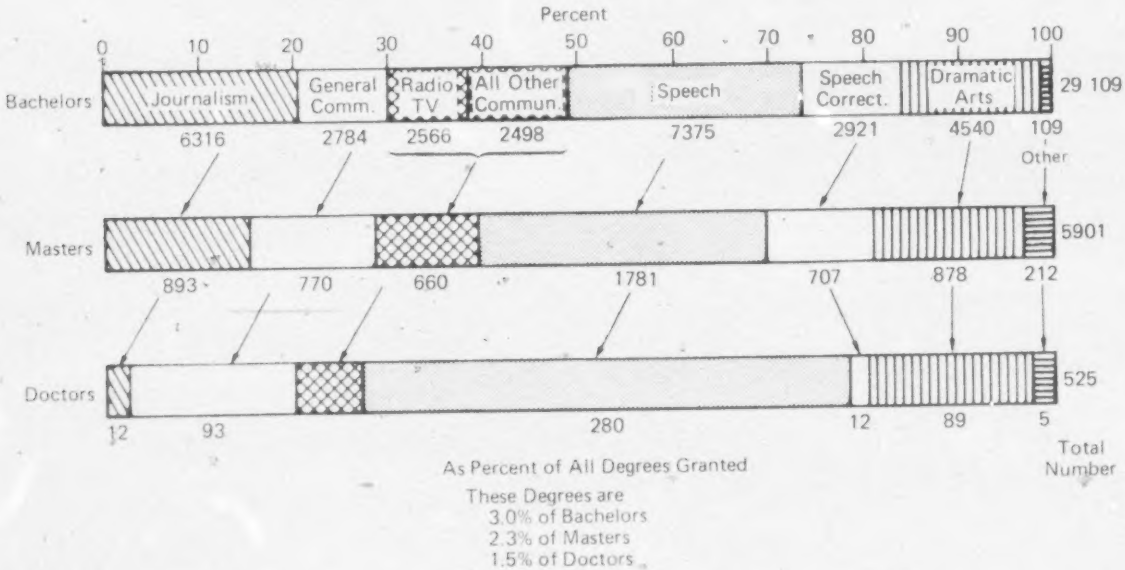


Fig. 2 Distribution of Communication and Related Degrees in 1972-73

In the radio and television industries, DoL estimates 500 new jobs per year – about one fifth of the 1973 baccalaureate class. There will be openings for 1100 technical writers per year and despite the relatively small nu..ber of openings, this field has considerable promise for those young people who will combine some concrete knowledge of the sciences and engineering with their communications skills. At the moment, so few students make this combination that most technical writers come out of the sciences rather than the letters graduates.

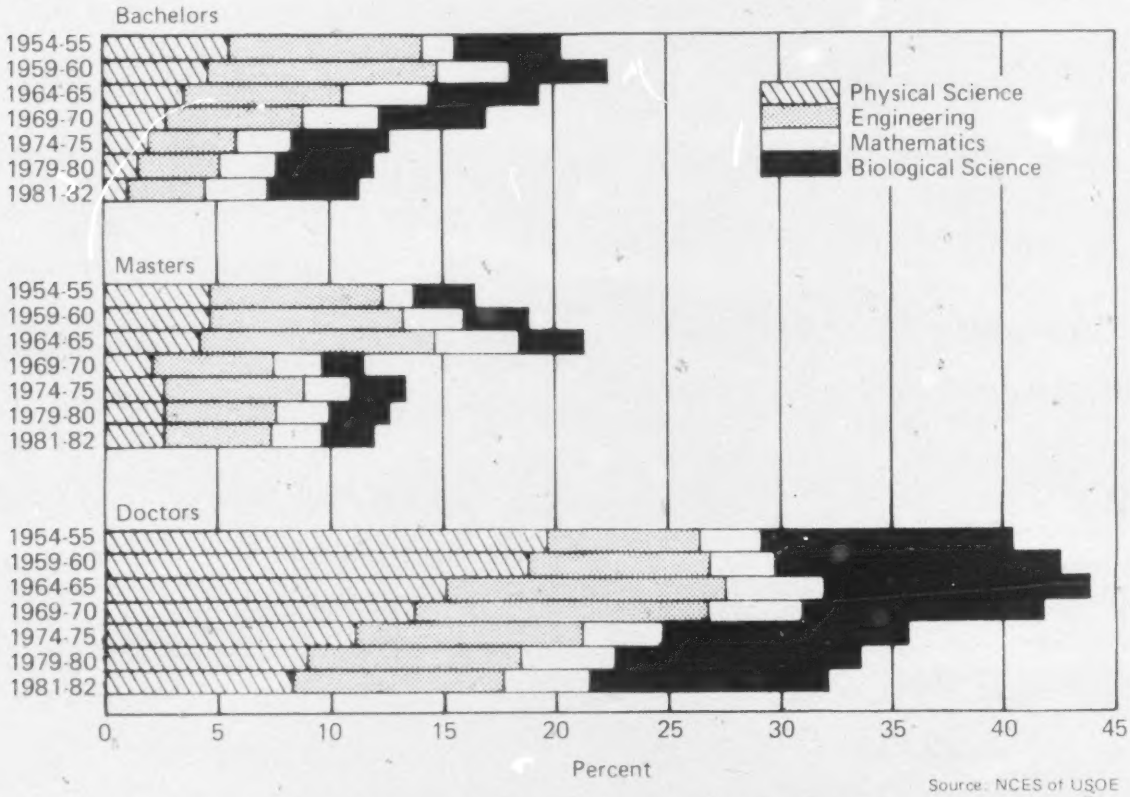
Elementary and High School teachers in all subjects combined will find only about 8,000 openings per year to 1985 and if we allocated about 5% of those openings for communications specialists, 400 graduates with an education credential might find jobs in elementary and secondary teaching.

At the college and university level, again we have no figures on demand by specialty but total demand is expected to be about 36 thousand per year from 1972 to 1978, dropping to 25,000 a year from 1978 to 1983.

As we can see, the 1973 degrees in these communications and related fields represent only 1.5% of the doctorates (increasingly I suspect a mandatory requirement for college and university teaching) but even if communication majors could snare 3% of the faculty positions, the total would be less than 750 per year.

For comparison, let's see what's happening to manpower production in some other areas – specifically in some fields where job growth is expected to be fastest.

An overview of the sciences (Fig. 3) shows us that at a time when more and more students are entering the nation's institutions of higher education, including its graduate schools, enrollments in the physical sciences are falling both as a percentage of all students enrolled and in actual numbers. As a percentage of all bachelors degrees granted, the combined total of those in physical science and engineering fell from 20% in 1950 to 14% in 1960 and to 8% in 1970. Current projections indicate a further drop to below 5% by 1982. At the masters level, engineering is about where it was 20 years ago, although the percentage of science and engineering degrees together has dropped from 14.6% to 9.7% in the past ten years. That drop is expected to continue through 1982. The doctorate pattern resembles



Source: NCES of USOE

Fig. 3 Physical Science, Engineering, Mathematics, and Biological Science Degrees as a Percentage of All Degrees Granted – 1954-55 – 1981-82

that for bachelors degrees. As you note, the proportion of degrees in mathematics has dropped at all three degree levels while the proportion in the biological sciences held fairly steady through 1970. However, by 1983, the National Center for Educational Statistics expects a rise to 5.3% of the total at the bachelors level and a leveling off at about 3% of all masters and 11% of all doctorates at the graduate level.

Despite the falling percentages (Fig. 4) in the physical and engineering sciences, because of the increasing size of the college population the actual number of degrees granted in these fields generally held steady or increased through the sixties at all degree levels while those in the biological sciences rose rapidly. However, while the college population still continues to expand as it will for another six or seven years, both the percentage and the number of actual enrollments fell over the past three years in the physical sciences and engineering while rising rapidly in the biosciences.

In engineering (Fig. 5) where we can measure intended majors even at the freshman year, the drop from the fall of 1970 to the fall of 1971 was a whopping 18%, followed by a further 11% drop in the fall of 1972. In fall 1973 the drop was only 3/10 of a percent and in the fall of 1974 enrollments started up again. However, freshmen enroll-

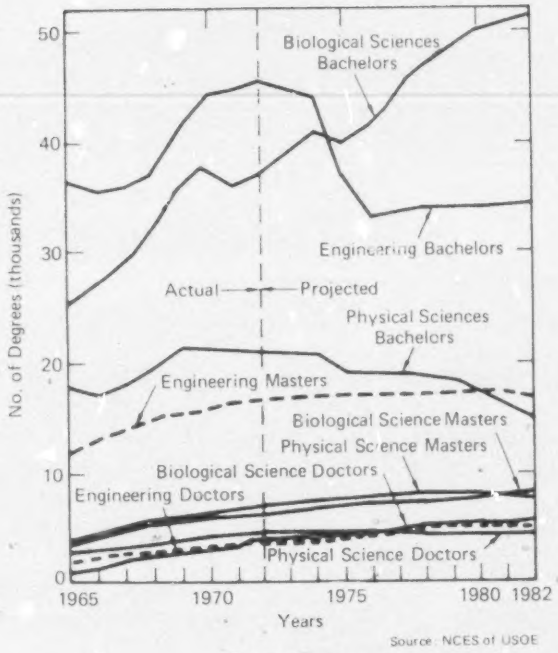


Fig. 4 Degrees

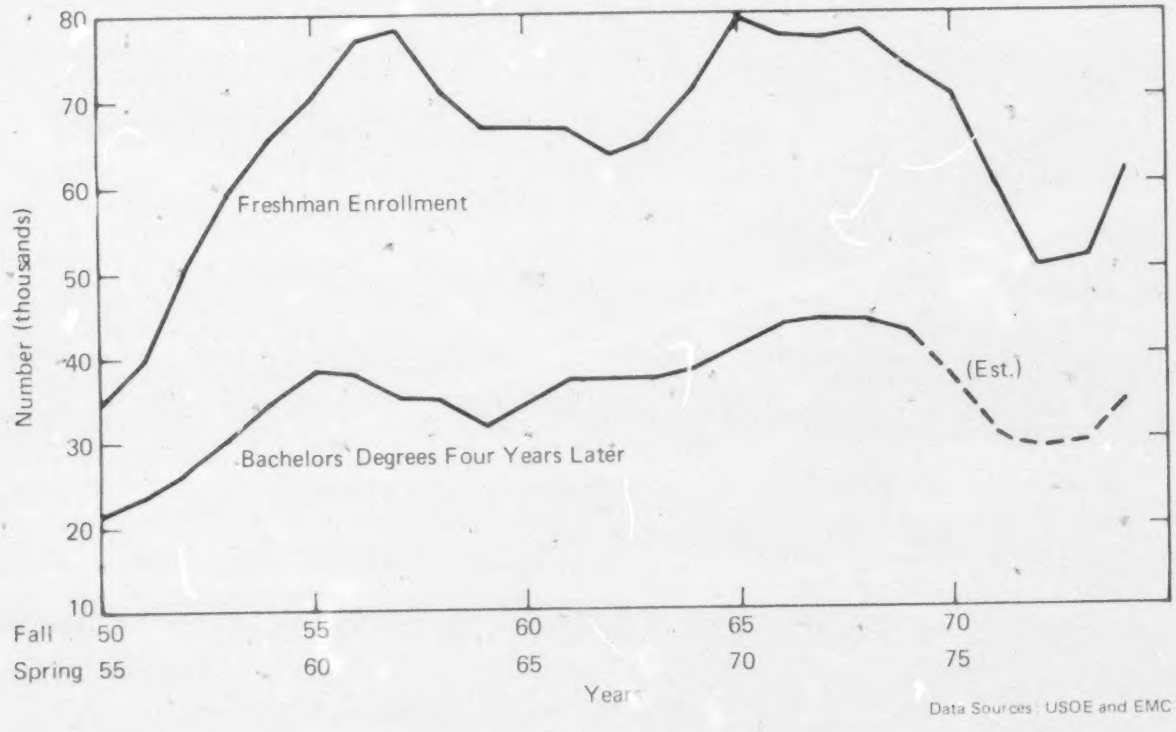


Fig. 5 Freshmen Engineering Enrollments and Engineering Bachelors Degrees Four Years Later

ment is still below any year since 1954 except for the years of the early 70's. When freshman enrollment is plotted against bachelors degrees, four and a half years later, we can see that the supply of new engineering graduates may drop below 30,000 by 1976 while the Labor Department continues to project demand for 53,000 new engineering graduates per year through the mid 1980's.

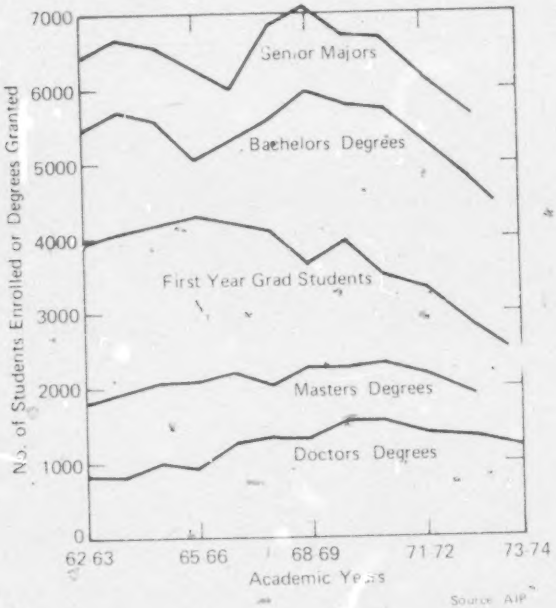


Fig. 6 Physics Enrollments and Degrees

In physics (Fig. 6), the enrollment drop is similar to that in engineering and the number of bachelors degrees granted began to fall in 1969-70. The drop continues through 1974.

In chemistry (Fig. 7), the number of bachelor degrees began to drop in 1970 and doctorates in 1971. The number of new Ph.D.'s is expected to drop below 1500 by 1976.

In the biological sciences (Fig. 8), the number of bachelors degrees increased from about 16,000 in 1961 to 41,000 in 1973, and degrees are projected to hold between 40,000 to 42,000 per year through 1983. Masters degrees rose from 2600 in 1961 to 6200 in 1973 and will rise to 7000 in 1983. At the doctoral level, about 1300 in 1961 had increased to 3900 in 1973 and will reach 4240 in 1984. You will not be surprised to learn that the life sciences are a field where supply is expected to exceed demand at every level.

In the geological sciences (Fig. 9), where demand is increasing rapidly as a result of the energy problems of the country, you will note that the degrees are starting to drop. The only reason they are not falling faster than they are is the increased enrollment of

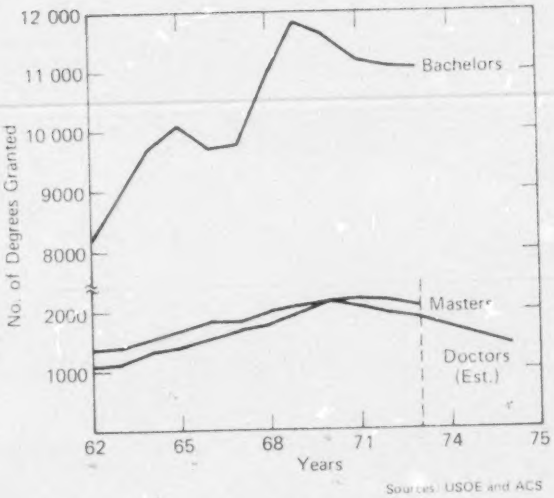


Fig. 7 Chemistry Degrees

women which almost but not quite makes up for the drop in the number of male graduates.

The pattern looks fairly clear – students are enrolling in fields that are already overcrowded while enrollment is dropping in fields such as engineering, chemistry and geology where shortages are forcast.

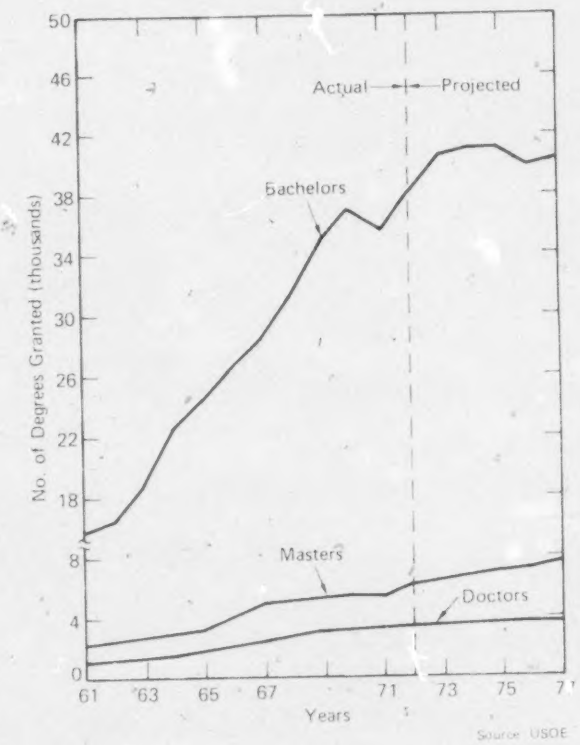


Fig. 8 Biological Sciences Degrees

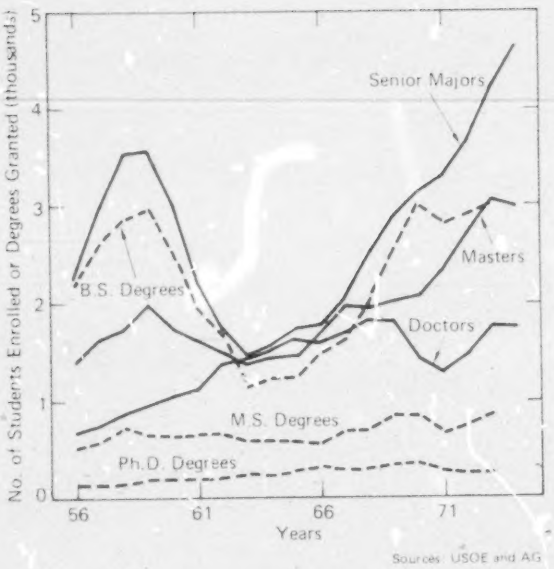


Fig. 9 Geology Enrollments and Degrees 1956–1974

A quick look (Fig. 10) at graduate enrollment over a three year period shows the picture very clearly. Enrollment is rising, and fairly rapidly, in fields where surpluses already exist and more are predicted. Enrollments are falling in the Physical Sciences and engineering where generally jobs are expected to exceed supply.

While we are all aware of changing patterns of hiring in academic institutions, we might look at what has

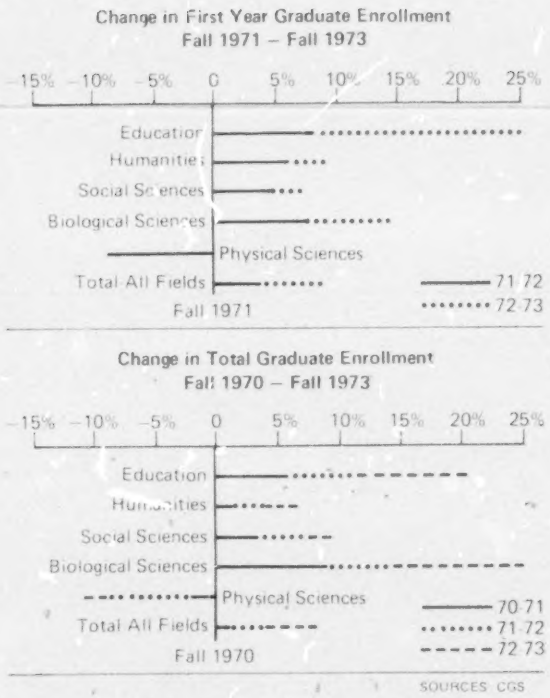


Fig. 10 Change in First Year Graduate Enrollment Fall 1971 – Fall 1973

happened in industry in the hiring of new graduates during the seventies (Fig. 11). Industry is the only sector where substantial new jobs can be expected over the next decade or so, since education will no longer be a growing enterprise, and government employment is not expected

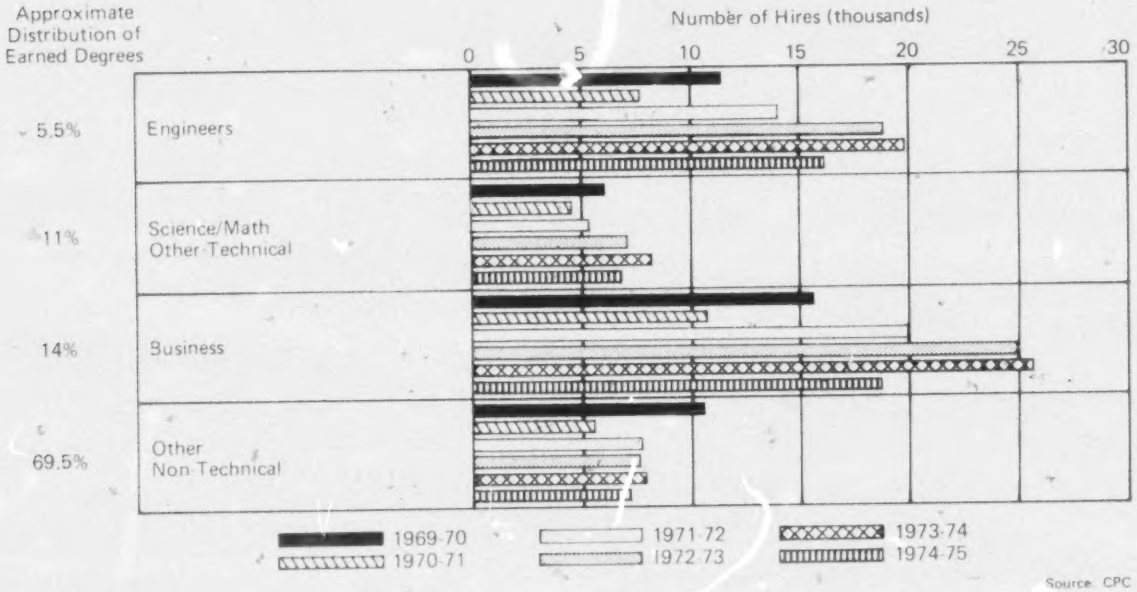


Fig. 11 Industry Hires of New Graduates – All Degrees 1969-1970 – 1974-1975

to expand at anything resembling the growth rate of the past two decades.

Industry hires of new graduates were substantial in 1969-70, but dropped for all categories of graduates in 1970-71 as that recession took hold. The largest drop, proportionally, occured in the hiring of non-technical and non-business graduates, which fell 47%. The next year graduates in engineering and business were hired in numbers exceeding the 1969-70 level, and the science/math group passed that level a year later. Increases continued in every group through 1973-74 and dropped during this recruiting season for all types of graduates. However, note that in every case *except* the "other non-technical" group, hiring was still higher than in 1969-70. As you see on the left, this group makes up almost 70% of all graduates, but got only 17.5% of the jobs in business and industry over the first half the decade.

I suggest that these statistics can be viewed with alarm - or can be seen as representing opportunity for job growth.

We have dealt mostly with the supply of new graduates, not taking into account the working professionals already in these fields who are potentially capable of a good deal of transfer from one field to another. The picture we have shown is thus a very simplistic one. However, in the real world in which we live, people do move all the time out of the fields in which they were trained and into others. Sometimes this is because changing interests or better opportunities bring about a move. In other cases, people are pushed out of the field of their choice by lack of opportunity and enter other specialities where opportunities do exist. We do not have a very good measure of either the amount of field switching that occurs, the reasons for it, or the directions in which it moves. There is a great deal of anecdotal information available and all of us know at least one person with a high level of training who is working either happily or unhappily in some field that seems to bear little relationship to the formal education.

While we know relatively little in a data sense about why and how field switching occurs, we have a few clues to tell us why some people are happy and some are unhappy when such switches have occured. It is obvious that those persons who switch because of changing interest are more likely to be happy in the new work than unhappy. But even among those who may have been pushed out of their first choice in career direction by lack of opportunity there are persons who are very happy in their work.

One characteristic of the happier people that seems unrelated to type of personality is that they did not have to deal excessively with unmet expectations. Thus it is important that students not be directed in such a way that they see themselves as failures if their talents and education are put to use in non-traditional ways.

Given the fact that more people are receiving college training than there appear to be jobs requiring that level of training, what options are available?

First we can refuse admission to a significant proportion of all new students who want this kind of training. This is a solution most often advocated by older persons in any professional area who feel that their own job safety can be guaranteed only if there is a shortage of persons trained in their speciality.

This solution, of course, includes several problems. It doubtless would mean a cut in the present college and university faculty since there is little point in retaining teachers to teach students that are not admitted. It is a somewhat blatant interference with the individual's right to choose the career area in which he or she wishes to compete. A third potential problem arises in this solution in case the demand projections are all wrong - as they often are.

A second option is to continue to allow qualified persons who seek admission to a program of study to be admitted. If this is the choice, two paths may then be taken. The first would continue the kind of education requirements for a particular major that persons training in that field have traditionally had. This path assumes that when the student reaches the job market, he simply must compete with all the other people trained in his field, and may the best man - or woman - win.

The second path is the more difficult one for faculty because it involves changes in hallowed traditions. It would require that students be kept informed throughout their college years of the best information then known about the job market not only in the field of their major but in other areas that might have peripheral interest. It involves changing some of the course requirements for particular majors to allow and encourage students to pick up some skills quite unrelated to their major field. And finally it involves a changed attitude on the part of faculty to encourage not only the poorest but also the average and the best students to expect, and prepare for, and dig out non-traditional job opportunities. The challenge of looking for new ways to apply particular kinds of learning can be exciting - unless the job seeker sees it as failure to find a "correct" job for his field.

It seems to me that the communications fields offer a better opportunity than any other college majors for such an expanded outlook. Young people with highly developed skills in both oral and written communication will always be in

demand if they have even basic information in other fields such as business, technology or a background of skills in a particular industry. A previous summer job can sometimes provide such skills as can hobbies, as well as formal courses.

But the journalism major to whom success is represented only by a byline in the *New York Times*; the radio/TV major who sees only the performance slots as representing success; or the major in any of these fields who believes that his or her highest goal in life is to replicate his own education by teaching the profundities of his profession to succeeding generations of students may not find happiness in a job or a career which does not encompass these expectations. They will not appreciate the fact that there are always jobs for people who can write clearly, who can present ideas succinctly either orally or on paper; and who can explain the working intricacies of any profession to the laymen; nor that such jobs represent *success* rather than failure in the use of their education.

It certainly appears that we are training more persons in communications and closely related areas than will find direct jobs in these specialities. But I see no reason why experts in these fields cannot successfully compete in almost any market place unless they are led to believe in a narrow path to success.

EMPLOYMENT PERSPECTIVE – BUSINESS AND TECHNICAL WRITING

by Francis W. Weeks

Are there jobs available in business and industry for writers?

The answer is "yes"–"yes, but." There are jobs, but there are not great numbers of them. And it is not easy to locate them. On the other hand, if you wanted to hire a well-qualified business or technical writer, where would you look?

You know there have to be jobs for writers. Every day at your office what do you find on your desk? Words on paper to be read. Some of these communications are amateurish letters, often from people who want to sell you something or ask favors. Some are inept memos, often from our superiors. But, also you find professionally done direct-mail advertising, reports, professional publications, all well written and obviously edited with care. You will find sometimes an annual report, an operation manual, instructional materials– also well written and carefully edited.

Somebody wrote these communications. Writers. Writers with jobs. Some are very good. Some must have been hired for some talent other than writing. But the effective writing we see, and we see it every day, shows that somebody out there knows what he is doing. Or what she is doing, since many of these writers are women.

Who are they? How are they educated and hired? Or, hired and trained on the job?

To begin to answer those questions, there is no one model which all these writers fit. There is no one curriculum which they have all been through. There is no pipeline from college to industry for writers as there is, for example, for accountants. In very few academic institutions is it possible for a young person to receive an education specifically designed to make him a professional writer.

Still there are thousands of jobs, and neither I nor anyone else knows how many. We do know that the numbers are small in proportion to the total number of jobs available in a major company. At Caterpillar Tractor Company in Peoria, Illinois, there are about 150 writers in service publications. There are, no doubt, an equal number of writers in other areas of the company. Yet Caterpillar employs thousands. At the home office of State Farm Insurance in Bloomington, Illinois, there are perhaps 200 writers engaged in writing procedures, job descriptions, etc. Yet there must be nearly 10,000 State Farm employees in office operations (as contrasted to the agency force).

Not only do I not know how many jobs there are, the companies themselves do not know. When I inquire, I am told, "But writers are scattered all over the company." The titles Administrative Assistant, Research Associate, Administrator, Specialist, and many others hide writers. And, of course, many writers have other responsibilities which they discharge in addition to writing, editing, and publishing.

So if the situation is as vague and confused as I have portrayed it, how does anyone ever find and hire a writer, and how does a writer ever find a job? I think it is safe to say that most writing jobs are filled by internal transfers. A writer has gone to work in some other capacity. It becomes apparent that he has writing skills. He lets it be known that he is interested in a job which involves writing. And the connection is made. If you were in a company and wanting to hire a writer, you would probably know somebody–somebody who wants the job or somebody who knows somebody who does. There are also unsolicited applications which in many cases are given careful consideration because not many are received which specify an interest in writing and editing. Occasionally, a "help wanted" advertisement will be placed, but you see very few of these. Look in any Sunday edition of the *New York Times* at the pages of "help wanted" advertisements, and you will find maybe two or three which specify jobs for writer-editors.

Since most companies of any size send college recruiters to the campus, one might think that they would find, interview, and hire writers. Rarely is a recruiter sent out to look for writers, and this is true for two reasons: 1) there are not enough such jobs available to make it worth while to brief the recruiter on what to look for, and 2) he likely would not find any candidates anyway.

In "researching" this paper, I interviewed by telephone five employers of writers to find out how the hiring process works. The first two hire technical writers. The third hires what we might call "business" writers. The fourth hires editors, and the fifth, writers of advertising.

I have already mentioned Caterpillar Tractor Company which has 150 writers in service publications, and who-knows-how-many in other areas of the company. These positions are filled in many ways but mostly by internal transfers. Caterpillar maintains computerized profiles of its employees, but a search of

employee records and preferences would reveal few writers and editors. The grapevine is more effective. Caterpillar does not go out and recruit writers nor does it advertise for them. Caterpillar likes to find writers who are competent in "scripting", printing and photography as well as writing and editing. In the field of technical writing these related areas seem to be becoming more and more important, and writers are well advised to obtain some degree of expertness in them.

The Fiat-Allis Training Center in Springfield, Illinois, employs 10-12 writers and two Spanish-English translators. The positions are filled by "asking around" and from contacting local colleges and occasionally employment agencies. "It's hard to find the ones you want. The last time I needed a writer I hired the wife of a social acquaintance when I found out that she was a competent technical writer." Fiat-Allis also has an editing test which it gives to potential employees. This was the only instance I found of testing being used as a means of screening applicants, although I have heard that Motorola has such a test.

State Farm Insurance is another company where it would be hard to guess how many writers and editors are employed throughout the many areas of the company. Those who write job descriptions, procedures, etc. are the most easily identified. Writing positions are filled internally from the operating divisions. (The operating divisions of State Farm Insurance are underwriting, claims, and policyholder's service.) A few writers of educational and training materials are hired in that division of the company. Bill Grogg, superintendent of education and training, values unsolicited applications highly and likes to hire someone via that route who shows a specific interest in the preparation of training and educational materials and shows how he has developed competence in producing them.

Some of the advertisements that one sees inviting applications for positions as writers and editors are placed because of affirmative action requirements. One might think that such ads are not placed in good faith and that there would be no point in answering them. As far as I can find out, this is not true – such applications are considered very seriously. An example of this is an advertisement placed in two Champaign-Urbana, Illinois, newspapers and in *The Chicago Tribune* by the National Council of Teachers of English who had a position available for an editor of books. Of the 60 applicants, only 5 were deemed qualified for the position; i.e., had experience in book publishing. (The advertisement did not state strongly that such experience was absolutely essential.) An additional 10-15 applicants were considered for a position as editor's assistant.

NCTE currently has 100 unsolicited resumes on file and keeps such resumes for six months.

The unqualified applicants are for the most part English majors, some with Ph.D.'s, who have been trained to be high school or college teachers of English. Since there are few positions available in either college or high school teaching, these young people are turning to writing and editing as a possible alternative. Unfortunately for most of them, there is little in their background or education that prepares them to be professional writers and editors. An appreciation of Shakespeare is not enough.

The plight of the English major looking for a job was dismayingly made evident when the NCTE placed an advertisement for a part-time janitor. Forty people applied for the job, most of them college graduates, and some with Ph.D.'s.

A wholesale grocery company placed announcements in the bulletins of two university placement bureaus: The College of Commerce at the University of Illinois and the School of Business at Southern Illinois University. The position required ability in newspaper advertisement writing and layout. Thirteen applications were received, four of them from Indiana State University ("How did they hear about it?") Six of the thirteen were qualified in that they had had experience in newspaper advertising. My informant complains that "People don't read the ads." Yet his did not say specifically that experience was essential, only that it was "desirable."

Among the unqualified applicants was an English major who had had one course in Radio-TV, and a business administration major who had taken one course in advertising. This points up the difficulty that applicants have who consider writing a secondary career opportunity to be applied for only when jobs are not available in the area of first choice.

Most such positions at this company are not filled by respondents to "help wanted" ads but rather by "walk-ins."

As our conversation ended, my informant kept me long enough to ask "Can you find me a secretary with shorthand?" Perhaps as a result of women's lib propaganda, a secretary's position is not considered very desirable. Yet there are many opportunities for a "secretary with shorthand", and these positions can lead to the executive suite.

In the present situation where applicants (even qualified applicants) outnumber the positions available, how is the hiring decision made? First, related experience is most important. It helps tremendously for the applicant to be able to say "I have done this kind of work before. I have done it successfully. And I can do it for you." Thus, if a college student expressed an interest in becoming a professional writer and editor, I would recommend that he get some experience while still in college, either in part-time employment or in working on a

volunteer basis with some "good works" organization.

Next important is education, and it certainly would help to have had a course in business writing, or in technical writing, or in journalism, or in radio-TV writing, or in advertising copy writing, or in agricultural communications, etc. Certainly it is advisable to have something beyond Freshman Composition.

In applying for work, the applicant would do well to have a portfolio of work which he can show the prospective employer. This portfolio could include examples of work done for pay, or as a contribution to a cause, or even for the college newspaper. It could also include projects done in a writing course, especially completed assignments which bear the approval of the instructor.

The hiring effort is not very systematic, nor very well organized, and this fact may very well work to the advantage of the well-informed, well-prepared applicant.

In many instances, job descriptions "ask for the moon." They demand unlikely combinations: an English major with a strong background in computer science, for example. I tell students to ignore unreasonable requirements and apply for the job anyway.

Once hired, how are these writers trained? The answer is: almost entirely on the job, trial and error self-training. Sometimes there will be a supervisor who is also a writing coach. A good coach is invaluable to the neophyte writer.

Some companies bring in a university expert to provide instant capability. I recall being asked by one company, which shall not be named, to come in and conduct a workshop in technical writing for their engineer-writers. After several sessions, I discovered where I had to start – I had to teach them how to write an English sentence. When I inquired as to how these men were hired, I discovered that they were hired as engineers. The company did not have anything else for them to do so it assigned them to the support function of supplying service manuals for the equipment the company manufactured. Their senior writer was a former, and frustrated, English teacher who refused to join STC because "I already know everything there is to know about technical writing." He also had an ulcer.

(When I am in a pessimistic frame of mind, I sometimes get the idea that American business and industry does not know what it is doing when it goes about hiring and training writers. But that, of course, is a generalization which does not apply in all places.)

So far we have been talking entirely about getting a job as a writer and editor and learning on the job. What happens to writers after they become successful in their jobs? Some are promoted and become supervisors of a publications department within a company. Some are promoted out of writing and editing and become company executives at various levels. Their work in publications often gives them a wide acquaintance with the functions and operations of that company and thus prepares them for wider responsibilities. And some stay and spend their lives, happily we hope, as writers and editors.

What can a young writer do if he wishes a career in business or industry? To begin with, he needs to study business and study the communications of business. He needs to decide what kind of writing-editing he wants to do because this is a specialized business. It is one thing to write repair manuals for a tractor and a quite different thing to write training materials for salesmen of tractors. He should accumulate a portfolio of work and learn to write good, unsolicited application letters to accompany a thoroughly professional resume. Then he can ask for an interview to show his work.

But so many start too late. And for those who turn to writing and editing as a last resort, it will likely be evident to the employer that it is a last resort, and he prefers someone for whom this job is first choice, not second or third. This does not mean that it is impossible for a person to find a position as a writer or editor unless that has been his goal from the day he entered college. I think it is safe to say that most people in those positions today did not start out as college freshmen knowing that that is what they wanted to do; indeed, I suspect many "backed" into their present jobs. But the advantage is always with the applicant who knows what he wants.

Considering the fragmented and chaotic situation in hiring, in training, and in the colleges which presumably educate writers, it is a wonder that anybody finds a career as a professional communicator in business.

You may ask what am I, as a professor at the University of Illinois and Executive Director of the American Business Communication Association, doing about this situation? As a teacher, I am trying to develop well-taught, professionally-oriented courses in business and technical writing and communication. In these courses we are trying to find those students who show potential as professionals in this field and let them know of the opportunities. Although it is not possible for such a student to follow an already-established curriculum, such a student can "major" in business and technical writing through an established Independent Plan of Study Program. We have a few such students. I try to find part-time positions on the campus and

in the surrounding community where students can get practice either in writing or in editing and publishing. There are some places that are willing to use student help.

Our association, The ABCA, will soon have a career booklet available which will point out to students what is involved in being a professional business writer and how to get to be one. I would hope that the associations affiliated with CCS will individually and collectively work to help business and industry do a better job of hiring and training communicators and will also work with the schools and colleges to help them provide the education that a professional communicator needs.

CAREER PLACEMENT IN COMMUNICATION

by William E. Arnold

Introduction

Early in 1974, the Association of Departments and Administrators in Speech Communication met and determined that data needed to be obtained from the departments in the Association. The purpose of collecting these data was to ascertain where the field currently is with regard to a number of key issues pertinent to administrators and their respective departments. The first and perhaps the most immediate concern of administrators present at the meeting was a need for information on career and career placement opportunities for graduates of respective undergraduate and graduate programs.

We have looked at the relationship of our fields to career education. Kennicott and Schuelke (1972) identified some needs for research in career education. While their call for analysis of communication course work for various careers is important, a prior analysis of the status quo is desirable. We need to know what is happening to current graduating students.

With the status of placement during the past few years being as tight as it is, and an increase in desire for academic accountability, the executive committee charged the commission on departmental data to collect information on career and career placement opportunities. As a result of that charge, a study was undertaken to determine the state of the field relative to career opportunities.

Being able to accurately determine where our graduates are going assumes that departments both care about placement and keep records accurate enough to describe career opportunities. This study sought to determine prevailing attitudes toward assisting our students to find employment. Departments were asked to indicate the extent of their record keeping.

Procedures

The purpose of this study was to determine the state of career placement for undergraduate and graduate students in the fields of communication, theatre, and communication disorders. To determine the career placement, a survey was conducted to discover what departments were doing in order to (a) collect information on their graduates, (b) determine what activities departments were engaged in to assist graduating students, (c) ascertain department attitudes toward responsibilities in the area of placement, (d) determine what discipline areas departments were having difficulty in placing their graduates and (e) indicate what type of career information and by what means they communicated that information to their students.

Subjects

The population for this study was departmental administrators at all institutions of higher education listed in the Speech Communication Association national files. Rather than sampling departments, the mailing list of all two and four year institutions were obtained from the Speech Communication Association. The questionnaire was addressed to the departmental chairperson in care of these specific colleges or universities rather than an individual. These questionnaires, one for graduate programs and one for undergraduate programs, were sent to the chairperson at the beginning of the 1974 fall semester. All four-year institutions received a graduate questionnaire as well as the undergraduate questionnaire whether or not the school had a masters or doctoral program at their institution. Two year institutions received only the undergraduate questionaire. The cover letter stated the need for the study and the importance of having each and every person return the questionnaire completed. It also indicated that the expense of the study would preclude a follow-up questionnaire or additional pleas for response.

Questionnaire

On both the graduate and undergraduate questionnaire, subjects were asked to fill out eight questions.* The first three questions sought demographic information on the type of institution, the name of the department, the number of majors that they had in the various areas and by degree, and then a breakdown by category of the number of students. Categories were provided by using the areas developed for the Speech Communication Association, ranging from forensics to theatre. Respondents were asked to indicate whether or not they kept records of their graduating students, and if so, where their 1974 graduates obtained jobs. No trend data on placement was sought.

Next the institutions were asked what activities they engaged in to assist their students in finding employment. These activities ranged from use of the school's

* Copies of the questionnaire may be obtained from the author.

placement service to a departmental newsletter listing available positions. The questionnaire contained seven Likert type opinion items asking what responsibilities the departments should have for placement and for the development of academic programs. Using the Speech Communication Association categories mentioned earlier, departments were asked to indicate those discipline areas where they were having difficulty placing graduates and those areas which appeared to be the easiest to place students.

Finally, respondents were asked to indicate whether they provided information on careers to their students, and by what means they provide such information.

The results of this study were compiled and tabulated through the use of the Arizona State University Computation Center.

Results

Of the institutions polled (2200), 556 useable responses were returned from undergraduate institutions. Assuming that the 229 graduate institutions listed in the latest directory are an accurate indication of the total population, 157 useable responses or 69% were received.

As a preliminary to the results of this study, respondents were asked to indicate the names of their departments. These names are summarized in Table I. As can be seen, the name, The Department of Speech, still serves as the most frequent label.

Table I
Department Names

Name	Frequency	Name	Frequency
Department of Speech	66	Center for the Study of Communication	1
Department of Speech and Drama	52	Department of Arts & Oral Communication	1
Department of Speech Communication	48	Theatre Arts/Communication College	1
Department of Communications	47	Department of Mass Communication & Speech	1
Department of Speech and Theatre	45	Department of Mass Communication	1
Unidentified	43	Department of Communication Arts and Philosophy	1
Department of English	19	Department of Communication Sciences and Disorders	1
Department of Drama	14	Department of Communications/Humanities/ Social Sciences	1
Department of Humanities	14	Department of Rhetoric (Technical Communication Program)	1
Department of Theatre	14	Department of English and Humanities	1
Department of Speech and Dramatic Arts	14	Department of Humanities/Social Sciences	1
Department of Speech and Theatre Arts	13	Speech Area, Division of Humanities	1
Department of Theatre Arts	12	Department of English/Theatre	1
Department of Speech Communication & Theatre	10	Department of English & Linguistics	1
Fine Arts Department	9	Department of Language Arts & Speech	1
Department of Speech Communication and Theatre Arts	7	Department of English, Speech & Drama	1
Department of Communicative Disorders	7	Department of Literature, Languages and Library Science	1
Department of Communication & Theatre Arts	6	Department of Languages, Literature, Speech and Theatre	1
Department of Communication/Theatre	6	Department of English & Theatre Arts	1
Department of Speech Pathology & Audiology	6	Department of Fine Arts and Theatre	1
Department of English/Speech	5	Department of Broadcasting and Film	1
Department of Language Arts	4	Department of Radio, TV and Film	1
Department of Communicative Arts	3	Center for Radio and Television	1
Department of Communication Studies	3	Department of Broadcast & Film Communication	1
Department of Communication Arts	3	Department of Special Education	1
Department of Communication Arts & Sciences	3	Department of Audiology and Speech	1
Department of Speech Communication & Drama	3	Department of Information Science	1
Department of Oral Communication	3	Department of Prose Control	1
Department of Language and Literature	3	Department of Education	1
Department of Dramatic Arts	3	Department of Encounter Studies	1
Performing Arts Department	3	Department of Liberal Arts	1
School of Drama	2	Division of General Studies	1
Department of Communications & Literature	2	Department of Speech Arts and Sciences	1
Department of Communications & Humanities	2	Theatre and Dance Department	1
Department of Modern Language	2	Department of Music/Speech	1
Department of English, Speech & Theatre	2	Department of Theatre and Cinema	1
Department of Audiology & Speech Sciences	2	Department of Speech and Creative Arts	1
Department of Drama and Theatre	2	School of Speech, Division of Rhetoric and Communication, Division of Theatre	1
Arts Department	2	Division of Hearing & Speech Sciences	1
Department of Creative Arts	2	Department of Theatre & Foreigh Languages	1
Department of Fine & Performing Arts	2	Department of Speech and Journalism	1
Department of Visual and Performing Arts	2	Department of Theatre & Interpretive Arts	1
School of Interpersonal Communication	1	Department of Speech and Broadcasting	1
Department of Interpersonal Communication	1		
Department of Communicative Sciences	1		
School of Public Communication	1		
Department of Communication, English and Speech	1		
Department of English & Communication	1		
Department of Speech Communication and Dramatic Art	1		

Current Placement Records

When subjects were asked whether or not they kept records of their students in careers, 183 undergraduate institutions, or 33%, indicated that they kept such records. Of those offering graduate programs, 112 or 72%, indicated that they maintained records of their students. With these data in mind, Table II represents a breakdown of where students go once they complete undergraduate education. This table includes only data from those institutions who had data available on their students placement. You should note the large number of institutions who responded "none" in each of the various categories listed on the questionnaire.

Table III represents the same analysis for students graduating from our graduate programs.

Table II
Placement of Undergraduates
(With Records – Frequency [N = 288])

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	None
Elementary Teaching	27	9	8		1		2	1	3		237
Secondary Teaching	35	20	19	15	23	5	5	8		1	158
Community (Jr.) College Teaching	14	4									270
Graduate Degree Program	42	36	22	6	12	5	4	7	2		150
Print Media	26	3	1			1					257
Public Relations	62	9	4	2	2						209
Personnel Work	40	7	1		1						239
Private Clinical Practice	10	2		1	1						274
Professional Theatre	44	9	5	2	2			2	1		223
Community Service Work (Crisis Center, Clinical, Welfare, etc.)	36	6	4	2							240
Commercial Television/Radio/Film	47	17	4	4	2	1			1		212
Educational Radio/Film/Television	35	3	1								249
Sales	36	10	3								239
Not Employed	34	11	7	3	1			1			231

Table III
Placement of Graduates
(With Records – Frequency [N = 112])

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	None
Elementary Teaching	5	1	3	1		2	3	1	2		94
Secondary Teaching	26	10	5	1	5		2	4	2	2	59
Community (Jr.) College Teaching	22	10	6	3							71
Graduate Degree Program	27	13	5	3	3	2	2				57
Print Media	6		1								105
Public Relations	23	3	2					1			83
Personnel Work	15	4									93
Private Clinical Practice	6	5	1								100
Professional Theatre	15	3	4								90
Community Service Work (Crisis Center, Clinical, Welfare, etc.)	18	3	5	1	1					1	83
Commercial Television/Radio/Film	14	7	2		1						88
Educational Radio/Film/Television	16	2	1		1						92
Sales	12	1	1								98
Not Employed	10	2									100
College Teachers	3	5	3	1	2	3	3	3			90
Community Theatre	1		1		1						109

Activities

It was assumed that departments would know little about what happens to their graduates in placement, it was important to determine what kinds of activities the departments engaged in to assist students with their placement. Table IV presents the results of the administrators' responses to various activities. It can be noted that the frequently used activities are those requiring the least effort from the department. Table V presents the results of the same questions for those offering graduate work. While the results are similar, departments offering graduate work are more active in their aid to graduating students.

Attitudes

To determine why departments did not actively assist their students, it was necessary to find out how they felt toward placement and their responsibilities for it. Table VI summarizes the results of those questions designed to get at departmental attitudes toward placement for undergraduate programs. As can be seen, administrators in undergraduate programs felt little commitment toward placement attitudes and generally responded in a more neutral position when they did make a response. At the graduate level, administrators took a more active interest in placement and usually a stronger stand.

Table IV
What activities do you engage in to assist your undergraduates? (Percentages)

Question	Frequently	Sometimes	Never
A. Refer to school's placement service	76	12	12
B. Refer to Speech Communication Association placement service	21	37	42
C. Pass on letters from employers who seek candidates	44	28	28
D. Call or write colleagues suggesting candidates to them	10	28	62
E. Encourage students to attend conventions	15	28	57
F. Visit business and industry to develop job market for students	10	17	73
G. Visit other schools to develop placement opportunities	5	15	80
H. Develop externships to increase placement opportunities	10	16	74
I. Publish department newsletter which includes available positions	1	5	94

Table V
What activities do you engage in to assist your graduates? (Percentages)

Question	Frequently	Sometimes	Never
A. Refer to school's placement service	77	11	12
B. Refer to Speech Communication Association placement service	49	29	22
C. Pass on letters from employers who seek candidates	81	13	6
D. Call or write colleagues suggesting candidates to them	33	47	20
E. Encourage students to attend conventions	72	19	9
F. Visit business and industry to develop job market for students	13	26	61
G. Visit other schools to develop placement opportunities	7	24	69
H. Develop externships to increase placement opportunities	24	30	46
I. Publish department newsletter which includes available positions	4	16	80

Table VI
Attitudes Toward Placement
(Undergraduate Percentages)

Opinion Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A. Academic Departments have a responsibility to place undergraduate students upon graduation.	8	21	14	3	4
B. Academic Departments should not be career oriented at the undergraduate level.	4	9	9	23	12
C. Academic Departments should develop undergraduate placement services.	5	18	14	14	5
D. Academic Departments should limit undergraduate majors where there appears to be a surplus.	6	17	11	15	5
E. New undergraduate programs should not be developed if they duplicate existing programs on other campuses nearby or in the same state.	8	15	8	18	5
F. Students should take the initiative and responsibility in finding jobs themselves.	10	34	6	3	1
G. Academic Departments should provide career guidance information to its undergraduate students.	27	26	1	0	0

Table VII summarizes the results of attitudes toward placement of graduate students.

Placement Difficulties

Although little information was discovered on where students were placed, respondents were asked to indicate if they had trouble placing students in some discipline areas and relative ease placing students in other areas. At the undergraduate level, 60 respondents or 26% indicated that they had some difficulty placing their students. It should be noted that 323 schools did not respond to this particular question. At the graduate level, 29 schools or 23% indicated they had difficulty placing their students. This time only 28 failed to respond to this question. Subjects were asked to rank 11 areas in terms of their difficulty in placing the students and then to repeat the question by ranking those areas that were easiest. Table VIII summarizes the mean rank for the 11 areas at the undergraduate level. In one column, the lower the rank the easier it was to place students. In both cases these ranks were based upon only the subjects who responded rather than including mean data from those schools that did not rank the areas. Similar results were found for those responding to placement of graduate students as can be seen in Table IX.

Table VII
Attitudes Toward Placement
(Graduate-Percentages)

	Opinion Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
A.	Academic Departments have a responsibility to place graduate students upon graduation.	13	40	17	16	3
B.	Academic Departments should not be career oriented at the graduate level.	1	9	10	44	24
C.	Academic Departments should develop graduate placement services.	12	24	20	22	8
D.	Academic Departments should limit graduate majors where there appears to be a surplus.	19	32	19	14	5
E.	New graduate programs should not be developed if they duplicate existing programs on other campuses nearby or in the same state.	28	33	40	18	0
F.	Students should take the initiative and responsibility in finding jobs themselves.	24	53	6	2	1
G.	Academic Departments should provide career guidance information to its graduate students.	40	46	3	0	0

Table VIII
Rank of Hardest and Easiest
Areas to Place Undergraduates

Area	Mean Rank – Hardest*	Mean Rank – Easiest**
Forensics	3.95	2.8
Instructional Development	4.55	3.6
Interpersonal Communication	4.97	3.2
Small Group Communication	4.95	4.42
Interpretation	3.05	4.4
Mass Communication	8.92	2.10
Public Address	3.79	4.49
Rhetorical Theory	2.25	6.54
Communication Theory	3.36	5.16
Speech Sciences	4.4	2.32
Theatre	2.8	3.37

*Lower the number the more difficult to place
**Lower the number the easier to place

Table IX
Rank of Hardest and Easiest
Areas to Place Graduates

Area	Mean Rank – Hardest*	Mean Rank – Easiest**
Forensics	4.6	3.0
Instructional Development	5.2	3.5
Interpersonal Communication	3.8	3.1
Small Group Communication	4.6	4.5
Interpretation	3.9	6.0
Mass Communication	5.9	1.9
Public Address	2.9	5.1
Rhetorical Theory	2.6	6.5
Communication Theory	4.7	4.3
Speech Sciences	5.0	2.2
Theatre	2.1	4.5

*Lower the number the more difficult to place
**Lower the number the easier to place

As a check on the activities discussed earlier with regard to placement, subjects were asked to indicate whether or not they provided career information to their students. Of the respondents from undergraduate institutions, 49.7% indicated that they gave information on placement to their students. Eighty percent of the respondents from the graduate level programs indicated that they provided such information. In both cases they were asked to check those types of activities which they used in order to communicate this information to their graduating students. Table X summarizes the results for those in undergraduate programs and Table XI summarizes the results for graduate school programs.

Table X
Methods of Providing Job Information
(Undergraduate)

Method	Percentage	Frequency
Newsletters	7.59	42
File of Listings	23.15	128
Bulletin Board	40.69	225
Personally	49.55	274
Only if asked	4.16	23

Table XI
Methods of Providing Job Information
(Graduate)

Method	Percentage	Frequency
Newsletters	17.31	27
File of Listings	59.62	93
Bulletin Board	79.49	124
Personally	85.26	133
Only if asked	2.56	4

Discussion and Conclusions

A review of all the results indicates a sad state of affairs in our profession with regard not only to information available but our attitudes toward our students as they leave our programs. Perhaps a reason for this can be seen in the response to two questions on the opinion items. At both the graduate and undergraduate level, there was general agreement that the student has the primary responsibility for his own placement although 50% of those responding at the graduate level felt that the department had some responsibility. With this attitude, it is not surprising to find so little information on where students go once they leave our programs.

Fortunately, the accountability movement in higher education is going to demand, at least, that we keep better records of our students so that we can demonstrate the viability of our programs. This may also encourage us to take a more active interest in the placement of our students at both the graduate and undergraduate level.

While the results should be considered preliminary, it is useful to note that it is difficult to place students in several areas of our own field. We are finding it increasingly difficult to place undergraduate students in theatre and in rhetorical theory. At the same time it is relatively easy to place students with an undergraduate degree in speech sciences, mass communication, or with forensics experience. At the graduate level, similar results were found with the addition of public address as an area with the difficult placement. While it would be easy to interpret these results by saying that we should try to interest students in mass communication and speech science, we would soon end up with the same difficulty that we have in other areas. Although the respondents did not indicate it, one solution would be to provide our students with a broader training with some flexibility to move into a number of different areas rather than to too closely specialize in any one. This may become very important if you recall the results where 68% of those responding at the graduate level felt that departments should be career oriented. Thirty-five percent felt that undergraduate programs should also serve with the same orientation. We must either train for existing careers with a paucity of candidates now available or create new careers.

This career orientation suggests another conclusion which can be drawn from the study. In addition to the prevailing attitudes toward career orientation, 86% of those responding at the graduate level and 53% of those responding at the undergraduate level felt that departments should provide career guidance. If we can believe the results of these two questions on career guidance, it suggests very strongly that we need better records if we are going to give viable advice to our students. From the results on the other questions, current advice must be based on personal experience and inaccurate records. Little hard data are available to provide sound career education for out students.

We can also conclude that there are a variety of activities which departments are using to assist placement of students. While we support activities which require less initiative on our part we are trying at least to help our students. In order to maintain interest in an assertative career orientation, it might be useful for us to employ more active forms of career assistance. We are currently using those methods which require very little effort on our part, i.e., providing files of letters listing jobs and posting such information on the bulletin board. Few programs actively solicit positions in business and industry or develop externships for placement opportun-

ities. Huseman (1975), Sanborn (1975), Alexander (1975), Porterfield (1975), and Downs (1975) all suggest and discuss work experience programs designed to aid the student in future employment. Obviously, we are beginning to recognize the need for such programs not only to give our students experience in the world outside academia but as a basis for providing awareness of our students for potential employers. Such steps may go a long way in helping students gain ultimate employment.

In conclusion, we know relatively little about what happens to our students when they graduate from our program. While we generally agree that we need such information we have not done much to collect the information about our own students or then share that information with our colleagues. This study represents a first effort in order to provide such information.

Bibliography

Alexander, Elmore "Creating and Maintaining Operative Work-Experience Programs: A Student's Perspective," *Bulletin of the Association of Departments and Administrators in Speech Communication*, No. 12 (April, 1975), 26-27.

Downs, Cal W. "Internships in Organizational Communication," *Bulletin of the Association of Departments and Administrators in Speech Communication*, No. 12 (April, 1975), 30-32.

Huseman, Richard C. "Work Experience Programs for Speech Communication Students: A Time for Increased Emphasis," *Bulletin of the Association of Departments and Administrators in Speech Communication*, No. 12 (April, 1975), 21-22.

Kennecott, Patrick and Schuelke, L. David (eds) *Career Communication: Directions for the Seventies*, New York: Speech Communication Association, 1972.

Porterfield, Charles "The Work Experience Program in the Department of Speech at Appalachian State University" *Bulletin of the Association of Departments and Administrators in Speech Communication*, No. 12 (April, 1975), 28-29.

Sanborn, George A. "Business Internships," *Bulletin of the Association of Departments and Administrators in Speech Communication*, No. 12 (April, 1975), 23-25.

THE MEDIA VERSUS "MOM & POP"

CAREER TRENDS IN BROADCASTING

by Charles T. Jones, Jr.

Do your students know the difference between the "Media" and "Mom & Pop"?

A communications student today graduating from college has experience as a news reporter, camera-person, producer, director and announcer. Such a person is trained in the techniques of interviewing, microphone placement and screen direction. He or she is knowledgeable in radio, television, film and portable and studio video. Such a person is aggressive, self-starting, highly motivated and ambitious; has tapes and excellent references.

According to a study conducted by Dr. Harold Niven, NAB's vice president for Planning and Development, the number of colleges, junior colleges, community colleges, and universities offering course work in radio and television continues to increase. Broadcast majors in 205 schools the NAB surveyed number over 15,000. Dr. Niven estimates that about 8,000 will be graduated this year.

The glamour and excitement associated with radio and television makes careers in broadcasting attractive to many young people. The "magic" of electronic transmission and the business aspects of operating a broadcast station are also exciting.

Competition will be very keen for entry jobs in broadcasting in the years ahead; especially in larger markets.

Competing with college trained applicants for jobs in the broadcast industry will be "career school" graduates. In addition, minorities and women will be given special consideration for employment because of guidelines established by the Federal Communications Commission.

Because of this, I would like to make a very important distinction between what I call "The Media and 'Mom and Pop'." It is very difficult for the majority of people to separate their thinking regarding radio and television. Similarly, little thought is given to large versus small broadcasting. To most people, "Media is Media." And yet, 38% (approximately 2,600 commercial radio stations) are in markets below 15,000 population. Many of these radio stations are "Mom & Pop" stations, that is, family-owned and run by a husband and wife team

Sol Paul, publisher of Television/Radio Age, wrote recently that many schools have a student set-up far superior to most radio or television stations. This means a complete re-orientation for a student going into a small operation. And quite frankly, many of our "Mom & Pop" stations are somewhat reluctant to hire college grads for that reason. This is not to suggest that schools with broadcast courses should orient the classroom toward the theory of broadcasting, I hasten to add. Students who lack training in the craft will have a far more difficult time finding employment in broadcasting. In fact, most broadcasters are pleased that universities, like Ohio State for example, are requiring faculty to have spent time in the broadcast business.

But, in addition to just knowing the craft, I think it is important to remind ourselves that colleges have an important role in providing a knowledge of "free broadcasting" to those who will be the future leaders of our industry.

What are some of these freedoms? To begin with, the right of free speech was adopted to the Constitution principally through the insistence of Thomas Paine and James Madison to secure for America's new government that which was previously nonexistent. Present-day examples, demonstrating how media would have been used to further the causes of a few, are now widely known as efforts at restricting free speech and are being debated in and out of academic circles. To some extent it was becoming the fashionable thing to blame the messenger for the message.

Irving R. Kaufman, Chief Judge of the U.S. Court of Appeals for the Second District wrote, "For most of their lives, today's students should have been searching for knowledge by the exchange of views, ideas, and beliefs. This quest cannot end with the award of a diploma."

Secondly, students should come to know the role of free broadcasting as it relates to a 1975 capitalist economy. Students should know who pays the bills at the stations for which they are going to work.

Don Martin is an educator as well as a broadcaster. As general manager of WCHU AM & FM in Ithaca, N.Y., he has a top money-making station. As a past lecturer with continuing academic responsibilities at both Cornell and Ithaca colleges, he is involved in helping to develop curriculum at both schools. Don's station does more public service programming than just about any other station I know, and still he manages to make a bigger profit (in a town that has been undergoing the effects of urban renewal) than most stations in comparable markets. Don has always felt that courses in "sales" and "sales manage-

ment" belong in the communication student's curriculum. "Advertising" and "sales" should not be a dirty part of broadcast jargon. In short, sales should be respected as that which pays the bills for freedom of speech.

Thirdly, broadcast students should recognize the freedom of direction within the industry. For example, Jack Thayer, president of NBC Radio, is trouping around the country on behalf of a new application of something that is relatively new to radio: an all-news format. Mr. Thayer is telling broadcasters and the public alike that all-news is a wave of the future that will reach into every village and hamlet in America. He states that our desire to be ever more aware of our surroundings and to be on top of situations necessitates a switch in format for many stations. Washington now has three all-news formats, the most recent of which is Mr. Thayer's. Prospects are that all three stations will survive economically as the need for instant information rises.

Therefore, broadcasting is free. Free for the listener, free to say what it will, free to grow and free from government control.

But the very fact that broadcasters derive their authority to be in business from the federal government makes broadcasting unique. Often broadcasters are criticized for lack of creativity when it is governmental regulation, like the Fairness Doctrine, that inhibits them from getting "too" controversial. "The Media versus Mom and Pop" is a problem of image. The Federal Communications Commission is just now beginning to recognize fully the differences between large and small market broadcasting. The NAB has played an important role in this through its recommendations to the FCC, through its re-regulation task force, through its Small Market Radio Committee and through an annual tour of actual small market radio stations on which we take along FCC staffers to show them what the guts of such stations look like.

Acadamicians, lacking similar awareness, have often been quick to criticize "the media", meaning all media. And the public has alluded to all sorts of social evils including the mass appeal blahs of all electronic communication.

Armed with an awareness, however, of what small market radio is, of how a "Mom & Pop" station operates and educated to the awareness of its relationship to that omnipotent force, called "the media", a student should then be made aware of the chance for employment. Perhaps this course should be called, simply, "Survival" and given an appropriate number like "Survival One." A more advanced course could then be added later called "Survival Two" and so forth.

As stated before, almost 40% of all radio stations, the area in which most students will begin their employment, are located in small communities, less than 15,000 population. And many of these stations are family owned. In small stations, the station manager, who frequently is the owner, may act as business and sales manager, or perhaps as program director, or announcer, and/or copywriter. Announcers in small stations may do their own writing, operate the studio control board and may even act as salespeople. Small low-powered stations, which do not use a directional antenna, may employ a chief engineer part-time and share his services with another station or employment. It is not untypical to find the owner of a small station acting as general and sales manager and occasional announcer and to find his wife serving as bookkeeper and copywriter. In a family-owned station I recently visited, "Mom" was the general manager, while her divorced husband was acting as sales manager and their college daughter, home for the summer, was filling in as a copywriter. Typically also small wages are paid to small market employees, and it is not uncommon for an NAB staff person to hear a general manager from a small station hollering about his overpaid staff.

For those students, however, who decide to make an entry into broadcasting, jobs are available; but the kinds of jobs may be different from the jobs for which the students think they have been trained.

What kinds of jobs are available and what are the students' chances for employment? Estimates run about 50/50 for students breaking into the communications field if they are willing to begin anywhere and do everything. Those chances are less favorable, say one in twelve, if a newcomer decides to begin in management.

Working for "Mom & Pop" might seem, at first, like a cul-le-sac. Witness the cries for help in each week's *Broadcasting* magazine, such as *"Please give me a chance.* Young, single DJ, currently employed, seeking advancement, go anywhere." (June 16, 1975). Coupled with this is the fact that "Mom & Pop" might be holding out to let junior run the station, thus further minimizing a person's growth potential.

On the other hand, the thing going for working for "Mom & Pop" stations is an easier entry for the less experienced. In fact, oftentimes, young persons are hired on the basis of their personalities rather than for any specific training or experience, but the more skills, education and varied background, obviously the better the chances for advancement. Herein lies the key to survival for many who hold out dreams of one day being able to keep a challenging career in broadcasting.

I have tried to present a picture that is not all gloom. Quite the contrary is clearly represented by many top broadcast executives who have paid their dues, weathering the storm from a humble beginning. The

law of natural selection could be somewhat equated as seemingly the strong will survive.

In closing, I would add two personal suggestions:

First, put a whole hell of a lot more emphasis on producing radio commercials. The opportunities for one of your graduates to write, develop and produce a radio commercial are very near at hand. For if that graduate catches on in a "Mom & Pop" station, he'll quickly find he has to "come up with a spot." In my own opinion, ninety plus percent of locally produced radio spots are just plain lousy. The amazing thing to me is how effectively radio sells, given the terrible local commercials. There is a void; you can help fill it.

Finally, try to instill a maximum degree of enthusiasm in your students. Without enthusiasm, there is little you can do. With it you can do anything. I believe it was Anatole France who first said, (I first heard it from the great baseball innovator, Branch Rickey), "I prefer the errors of enthusiasm to the indifference of wisdom."

That's true with "Mom & Pop" and it's equally true with the Media.

A SURVEY INVESTIGATION OF TRENDS IN SPEECH COMMUNICATION Ph.D. PROGRAMS

by Ronald E. Basset and Robert C. Jeffrey

Presented by Robert C. Jeffrey

For at least the last five years, chairpersons of departments of speech communication offering the Ph.D. degree have expressed serious concern about the future placement of Ph.D. graduates in positions related to their training. This concern was generated by an observed increased difficulty with Ph.D. placement, combined with reports from several legitimate sources about a "Ph.D. glut." The alarm was not unfounded. Malcolm G. Scully reports that between now and 1985, 48,000 Ph.D.'s will be needed annually to meet the demand for college teachers, while the U.S. Office of Education predicts that about 48,600 Ph.D.'s will be produced each year.[1]

The Speech Communication Association Placement Service convention listings between 1967 and 1973 verify the reduction in the number of college teaching jobs for Ph.D.'s in speech communication. At the Los Angeles SCA convention in 1967, 218 positions were listed for Ph.D.'s in the combined areas of communication theory, oral interpretation, rhetoric and public address, debate, fundamentals and speech education.[2] By 1970, 149 positions were listed in the same areas at the New Orleans convention,[3] and in 1973, 77 positions were listed at the New York convention.[4]

Since college teaching positions have constituted the primary market for Ph.D. graduates in speech communication, and since it is obvious that this traditional market has become restricted in the past 8 years, it is clear that other markets must be located for a number of the new Ph.D. degree holders. The continued success of doctoral programs in speech communication is dependent in part upon the ability of graduates to obtain positions that permit them to utilize their professional preparation. Conversely, programs that prepare people to teach and conduct research in areas for which there is little demand may find it difficult to attract students and consequently justify their continued existence.

The speech communication profession is not alone in facing the need to search for nontraditional job opportunities. Philip Boffey recently reported that by 1985 "more than one-fifth of the doctoral level scientists and engineers might be engaged in activities unrelated to science or engineering, compared to fewer than one-tenth in 1972."[5] He further projects the need for the development of nontraditional job opportunities for scientists and engineers, suggesting that this shift will have major educational implications for institutions as well as for students.

It was with this information in mind that the authors prepared a survey to submit to chairpersons of departments offering the Ph.D. degree in speech communication to determine their attitudes and beliefs about the future areas of academic concentration in their departments. An additional purpose of the investigation was to collect information on the kinds of nonacademic employment Ph.D. graduates in speech communication obtained over the past two years with the aim of offering some direction to department administrators concerned with future Ph.D. graduate placement.

Procedure

The investigators used the 1973-74 SCA *Directory of Graduate Programs* to identify departments awarding the Ph.D. degree in speech communication. Departments offering doctoral work primarily or exclusively in speech pathology and/or theatre were excluded, leaving a total of 47 departments which were included in the survey. A 15-item, 2-page questionnaire accompanied by a cover letter and a postage-paid return envelope was mailed to each of the chairpersons of the 47 departments. The initial mailing was posted on February 5, 1975. A second mailing to non-respondents was sent on March 11, 1975. Thirty-six questionnaires were returned yielding a return rate of 77%. Two were not usable because the respondents indicated their departments did not offer the Ph.D. degree. Another was excluded from the data analysis because the doctoral program was devoted almost exclusively to speech pathology and audiology.

Results

To obtain predictions about future job market conditions, the first survey item asked respondents to rank selected areas of speech communication on the basis of anticipated demand by employers (academic and nonacademic) in 1980. Eight of the ten areas of concentration listed were selected because they appeared frequently in the Speech Communication Association *Placement Service Bulletin* position descriptions as well as in announcements of positions by individual institutions. The ninth and tenth additions, political communication and intercultural communication, were included because the investigators believed they were important emerging areas. Respondents assigned a rank to each area, with rank number 1 indicating the area predicted to be most in demand, and rank number 10 indicating the area predicted to be least in demand. Thirty-two respondents provided usable replies to this item. The average rank for each of the ten areas is shown in Table 1. This item also permitted respondents to write-in and rank two additional areas of their choosing. The area of "broadcasting" was reported twice with an average rank

Table I

Areas of Specialization in Speech Communication and Average Ranks of Predicted Employment Demand in 1980

Area	Average Rank
Organizational Communication	3.12
Interpersonal and Small Group	3.13
Communication Theory	3.78
Intercultural Communication	5.88
Forensics	6.06
Rhetorical Theory	6.53
Political Communication	6.71
Speech Education	6.81
Public Address	7.56
Interpretation of Literature	8.32

of 2. "Mass communication" was designated by four persons and given an average rank of 1.5. "Speech pathology" was added once and given a rank of 3. "Language acquisition and behavior" was selected by four respondents and given an average rank of 4.75. Finally, the area of "human relations" was specified by one respondent and given the rank of 1.

Realizing that some of the areas listed for ranking in item 1 are not mutually exclusive, the investigators have reservations about drawing conclusions based on the information provided. It appears, however, from the data displayed in Table I, that the trend over the last decade toward "communication" oriented instruction and research, with a concurrent decreasing emphasis on such traditional areas as public address and oral interpretation, will continue in 1980.

In item 2 each respondent was asked to estimate the percent of Ph.D. candidates in his department's program concentrating in each of the ten areas identified in item 1. This item was included to obtain information about the present status of doctoral programs in relation to the future job market trends forecast by replies to item 1. Table II shows the number of departments with the reported percent of Ph.D. candidates concentrating in the ten listed areas. Two survey participants did not answer this item, resulting in 31 usable replies.

Data in Table II may be of most interest when compared with data in Table I. While organizational communication was predicted to be the area most in demand in 1980, Table II reveals that eight departments had no candidates in the area at the time of the survey, with the majority (17) indicating between only 1 and 10% of their students concentrating in this area. If the predictions reported in Table I are accurate, then organizational communication should experience significant gains in popularity. Although public address is predicted to be one of the areas least in demand by 1980, only seven departments reported no candidates in the area and five reported between 21 and 50% of their students had selected this specialization. Hence, it appears that public address is not diminishing in popularity at this time. While intercultural communication was ranked fourth in Table I, Table II reveals that 20 departments had no candidates in the area and the remaining 11 had only 1 to 10% in this concentration. These reports suggest that, like organizational communication, intercultural may experience significant growth in the near future.

Table II

Number of Schools with Reported Percent of Ph.D. Candidates in Areas of Specialization

	0%	1-10%	11-20%	21-30%	31-40%	41-50%	51-60%
Organizational Communication	8	17	4	2	0	0	0
Interpersonal & Small Group	6	5	5	9	3	3	0
Communication Theory	4	14	7	4	1	1	0
Intercultural Communication	20	11	0	0	0	0	0
Forensics	17	12	2	0	0	0	0
Rhetorical Theory	5	14	8	4	0	0	0
Political Communication	18	11	2	0	0	0	0
Speech Education	13	16	2	0	0	0	0
Public Address	7	13	6	3	1	1	0
Interpretation of Literature	16	7	3	2	1	1	1

Item 3A asked: "In your experience in placement of Ph.D. graduates in 1973-74, graduates in which of the areas listed in item 2 were most difficult to place?" Of the 33 responding, eleven (33%) identified the area of public address; five (15%) rhetoric; two (6%) interpretation of literature; two (6%) intercultural; two (6%) interpersonal and small group; one (3%) communication theory; six (18%) indicated no difficulty in placing any graduates; and four (12%) reported awarding no degrees during the 1973-74 year.

Item 3B asked: "Graduates in which of the areas listed in item 2 were least difficult to place?" Of the 33 responding, ten (30%) identified interpersonal and small group; three (9%) organizational communication; three (9%) communication theory; two (6%) forensics; two (6%) speech education; two (6%) broadcasting; one (3%) political communication; one (3%) interpretation of literature; one (3%) methodology; four (12%) found it impossible to specify a single area; and four (12%) reported they could not answer the questions because they had not awarded degrees in 1973-74.

Item 4A asked participants to report the number of Ph.D. graduates of their departments in the last two years who had been placed in nonacademic positions. Of the 29 chairpersons of departments awarding degrees in that time period, nine (31%) reported placing no graduates in nonacademic positions; seven (24%) reported placing one; five (17%) reported placing two; two (7%) placed three; two (7%) placed four; one (3%) placed five; one (3%) placed six; one (3%) placed eight; and one (3%) placed ten. Of the 20 departments that reported placing any graduates in nonacademic positions, such placement accounted on the average for only 11.5% of the total placement (Item 4B). This figure reveals that the field of speech communication is greatly dependent upon educational institutions to provide positions for Ph.D. graduate employment.

Item 4C asked chairpersons whose departments placed Ph.D. graduates in nonacademic positions to identify the types of positions. The 33 job descriptors generated, with the number of times each was reported, are shown in Table III.

Table III

Nonacademic Positions Obtained by Ph.D. Graduates

Position	Number of Schools Reporting
Consulting	7
Public Relations	5
Administration in Higher Education	3
Business and Industry (unspecified)	2
Industrial Relations	1
Sales Manager	1
Personnel	1
State Welfare Department	1
Administration in Foundations	1
Editor	1
U.S. Information Service	1
Actor (stage and screen)	1
Industrial Training	1
Minister	1
State Department of Public Education	1
Marketing/Advertising	1
Hospital Administration	1
Educational Testing	1
Boy Scout Administration in Africa	1
Public School Administration	1
Federal Agency Training Director	1
Administration (unspecified)	1
Stockbroker	1
Media	1
Computers	1
Health Administration	1
Director of Women's Programs, U.S. Postal Service	1
Hospital Association Program Evaluator	1
Legislative Assistant to U.S. Congressman	1
IBM Management Trainee	1
Director of Organization Development (Bank)	1
Vice President of Marketing and Resources (Bank)	1
Language Specialist (County Health Services)	1

The data in Table III fail to reveal a pattern in the types of nonacademic employment obtained by speech communication Ph.D. graduates. Two somewhat competing explanations are suggested. First, the great diversity of positions suggest that doctoral programs do not prepare graduates for specific types of positions, and that several variables (e.g., "luck" and "knowing the right person") other than professional preparation may have enabled graduates to obtain their positions. A second possible explanation is that graduates are able to satisfy the requirements of a great variety of nonacademic positions and that perhaps tradition, or personal inclination, has led the majority of graduates into academic roles. These two interpretations would seem to be worthy of further investigation.

Item 5A asked: "Has your department taken any action to limit or restrict the number of Ph.D. students in your program?" Sixteen respondents answered "yes," while 17 answered "no." Those giving affirmative answers were asked in item 5B to indicate the type of action(s) taken to limit enrollment. Seven institutions reported placing restrictions on the number of Ph.D. students enrolled; eight reported more selective entrance requirements; two reported that the size of the

program had been reduced; one reported that stipends had been reduced.

Item 5C asked chairpersons who indicated their departments had not taken action to limit or restrict enrollments if they intended to take such action in the immediate future. Two (12%) answered "yes;" twelve (70%) answered "no;" and three (18%) were uncertain.

These data reveal that approximately one-half of the departments responding are, or will be in the immediate future, awarding fewer Ph.D. degrees. Some departments may have voluntarily decided to reduce the number of degrees awarded to compensate for the declining number of academic positions recently available. Restricted enrollments in other departments may reflect financial cutbacks in their respective institutions. Whatever the motivations for reducing Ph.D. programs, some methods used to do so (e.g., more selective entrance requirements) seem to increase the probability that students obtaining degrees will be uniformly well qualified.

Item 6A asked: "Are you attempting to establish relationships with nonacademic institutions to facilitate placement of Ph.D. graduates?" Of the 32 respondents, 16 answered "yes," while 16 answered "no." In part B of the item, those answering affirmatively were asked to identify the types of institutions with which they were attempting to establish relationships. The 12 types of institutions identified and the number of times each was specified are shown in Table IV.

The 16 respondents to item 6A declaring attempts to establish relationships with nonacademic institutions to facilitate placement of Ph.D. graduates

Table IV
Nonacademic Employers of Ph.D. Graduates with Whom Departments Attempt to Establish Relationships

	Number of Schools Reporting
Business Organizations (Unspecified)	9
Industries (Unspecified)	8
Government Agencies	5
Service Organizations (e.g., Hospitals)	4
Banking Institutions	2
Automobile Industry	2
Public Agencies (e.g., Red Cross; Chamber of Commerce)	1 1
Broadcast Stations	1
Media	1
Public Utilities	1
Puslishers	1
Public Television	1

Table V
Areas Added or Receiving Additional Emphasis in Ph.D. Programs

	Number of Schools Reporting
Organizational Communication	8
Information Systems	1
Nonverbal Communication	1
Language Acquisition	1
Intercultural Communication	1
Interdisciplinary Studies	1
Communication Theory	1
Mass Communication	1
Public Relations	1
Research Methods	1

represent a commitment to educate students for nonacademic employment. They overwhelmingly consider business, industry and government as the most likely markets for the Ph.D. surplus, although other markets are being wooed. A follow-up study to determine the methods and effectiveness of methods for establishing these relationships would provide valuable information for all departments interested in the attainment of similar goals.

Item 7A asked: "Are the areas of specialization in your Ph.D. program stabilized or changing?" Of the 30 responses, 16 indicated "stabilized," and 14 indicated "changing." Item 7B asked respondents who indicated their programs were changing to identify the areas to be added or to receive increased emphasis. The 10 areas identified and the number of times each was reported are shown in Table V.

Perhaps the most significant finding revealed in the responses to item 7B is that 8 of the 14 schools reporting changing Ph.D. programs listed organizational communication as an area to be added or to receive special emphasis. Organizational communication was the only area selected with high frequency by respondents. The remaining 9 areas are representative of a wide variety of academic specializations and defy a unifying classification.

Item 8 asked: "What were the most important attributes, characteristics or accomplishments possessed by your department's graduates who were placed in what you consider to be the best positions in the last two years?" The responses with the number of times each was reported are displayed in Table VI.

It is clear from the responses presented in Table VI that versatility, the ability through academic

Table VI

Attributes, Characteristics and Accomplishments of Ph.D. Graduates Placed in Best Profession. Positions

Attributes, Characteristics and Accomplishments	Number of Schools Reporting
Versatility	10
Published Prior to Degree	8
Teaching Competence	8
Intelligence	4
Research Competence	4
Research Sophistication	3
Personableness	3
Strong General Background	2
Theory Sophistication	2
Interest in Research and Teaching	1
Hardworking	1
Being Female	1
Strong Graduate School Record	1
Presented Convention Papers Prior to Degree	1
Strong Recommendations	1
Strong Related Minor	1

training and experience to work in a variety of settings or teach in a variety of academic areas, is believed to be the strongest asset for placement. Belief in the importance of this attribute presumably results from the limited number of highly specialized teaching positions in institutions of higher learning. Furthermore, those graduates who will most likely obtain academic positions will possess demonstrated teaching competence as well as proven research ability.

Summary of Conclusions

1. It appears that the trend over the last decade toward "communication" oriented instruction and research, with a concurrent decreasing emphasis on such traditional areas as public address and oral interpretation, will continue into 1980.

2. While organizational communication was predicted to be the area most in demand in 1980, the information obtained reveals no substantial number of Ph.D. students concentrating in the area at present. In contrast, while public address is predicted to be one of the areas least in demand by 1980, the data obtained reveals that a substantial number of Ph.D. students are currently concentrating in this area.

3. Current experience indicates that Ph.D. graduates in the area of public address are the most difficult to place while those specializing in interpersonal and small group communication are the least difficult.

4. In the period 1972-74, placement of speech communication Ph.D. graduates in nonacademic positions accounted for less than 12% of the positions obtained by the total number of Ph.D. graduates in this time period.

5. A consistent pattern in the types of nonacademic positions secured by Ph.D. graduates in speech communication was not revealed.

6. Approximately one-half of the departments responding are, or will be in the immediate future, awarding fewer Ph.D. degrees.

7. One-half of the chairpersons responding in the survey indicated their departments are attempting to establish relationships with nonacademic institutions to facilitate placement of Ph.D. graduates. Furthermore, they overwhelmingly consider business, industry and government as the most likely markets for the Ph.D. surplus.

8. Approximately one-half of the survey respondents indicated their departments' Ph.D. programs were undergoing change, with a substantial number reporting organizational communication as an area to be added or to receive additional emphasis.

9. While versatility, the ability through academic training and experience to work in a variety of settings or teach in a variety of academic areas, is believed to be the strongest asset for placement, proven teaching and research ability were frequently cited as critical competencies.

Notes

[1]Malcolm G. Scully, "A Glut of College Graduates?" *The Chronicle of Higher Education*, X (March 24, 1975), 1, 8.

[2]Robert N. Hall, "Facing Employment Problems," *Bulletin of the Association of Departments and Administrators in Speech Communication*, Issue No. 1 (October, 1972), 7-12.

[3]Ibid.

[4]Robert N. Hall, "The SCA Placement Service: 1973," *Bulletin of the Association of Departments and Administrators in Speech Communication*, Issue No. 7 (April, 1974), 12-18.

[5]Philip M. Boffey, "Ph.D. Surplus, 1985," *The Chronicle of Higher Education*, X (April 28, 1975), 1, 11.